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ABSTRACT

This compilation of instructional materials, activities, and curricula is based on materials developed in an intensive English as a second language (ESL) and cultural orientation program conducted in Indochinese refugee processing centers in Southeast Asia beginning in 1980. Students in the 14- to 20-week program ranged in age from 16 to 55 years. This volume begins with a collection of general classroom techniques, including dialogues, drills, and games and activities. Each technique or activity is described on a single sheet. An additional section is devoted to similar activities designed specifically to foster literacy. Finally, a collection of competency-related ESL activities, arranged according to skill level deals with such everyday concerns as housing, food, banking, health, and employment. A bibliography concludes the volume. (JB)

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English as a Second Language Resource Manual

Volume II

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This volume is one in a series of four volumes that have brought together materials developed for use in the Intensive English as a Second Language and Cultural Orientation Program in Southeast Asia since 1980. The complete set includes:

English as a Second Language Resource Manual, Volumes I & II

Cultural Orientation Resource Manual, Volumes I & II

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INTRODUCTION

This section is composed of descriptions of General Techniques that are used to present the material in the regional curricula. It is not all-inclusive, but representative of techniques used in the region.

For users of the manual new to teaching English as a Second Language, the section gives a beginning repertoire of techniques. For those who have been teaching, a number of the techniques may be familiar. However, the variations of the techniques presented may prompt a slightly different use of those known. In any case, the section should be viewed as a working one, with users encouraged to add, adapt and delete to suit their individual needs.

Center for Applied Linguistics
Southeast Asia Regional Service Center
June 1982

GENERAL TECHNIQUES

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Oral Dialogues

Purpose

To improve students' speaking and listening skills
To familiarize students with natural utterances and conversational exchanges related to the competencies

Directions

The teacher introduces the characters, frequently two, in the dialogue by using stick-figure drawings or pictures. Then the teacher acts out the dialogue several times, taking both parts and concentrating on presenting the general meaning, pronunciation, rhythm, stress, and intonation of the utterances. Visuals or props can be used to dramatize the dialogue.

The next step is for the students to practice repeating each line of the dialogue. This can be done using the *repetition drills* technique.

After the students can repeat each line accurately, the teachers takes one part of the dialogue, and the whole class the second. After the dialogue is practiced several times, the roles are reversed. Then one-half of the class takes the first part with the other half taking the second. After the dialogue is practiced several times, the roles are again reversed.

Finally in pairs, students practice the dialogue. Both students should practice both roles. At this stage, the teacher can circulate and monitor the students' performance, correcting where necessary.

Variation

- A *substitution drill or disappearing dialogue* can follow.

Notes

Two line dialogues are appropriate for lower level students. Generally dialogues are about six to eight lines long.

Depending on whether or not the students are literate and on whether or not the teacher wishes to emphasize listening comprehension, the dialogue can be written on the board. See *written dialogue* for suggestions as to how writing dialogues can be used.

Disappearing Dialogues

Purpose

To practice a dialogue

Directions

After following the general technique described as *oral dialogues*, the teacher writes the dialogue being practiced on the board and erases every fifth word. A dash is left instead of a word.

Example: Excuse me. Would you like some coffee?
No, thanks. But I would like tea.
The preceding becomes:
Excuse me. Would you ___ some coffee?
No, thanks. ___ I would like tea.

Using the *oral dialogues* technique, i.e., teacher-whole class, half-class to half-class, student-student, the students practice the dialogue.

Next the teacher erases more words, how many depending on the students' ability.

Example: Excuse me. Would you like some coffee?
No, thanks. But I would like tea.
The preceding becomes:
Excuse ___. Would you ___ some ___?
No, ___. ___ I ___ like ___.

The *oral dialogues* technique is used again. This time students are supplying more missing words as they say the dialogue.

This process is repeated until there are no words on the board, only dashes and punctuation.

Example:
___ ___. ___ ___ ___ ___ ___?
___, ___. ___ ___ ___ ___ ___.

At this point the students should be able to recite the dialogue completely. This can be done in pairs.

Variation

- As a final step, the students can dictate the dialogue back to the teacher or to a student who fills in the blanks on the board.

Line-Gram Dialogues

Purpose

To introduce or practice a dialogue

Directions

The teacher draws a line-gram on the board representing the lines of the dialogue. Each word is represented by a line; all punctuation is included.

Example: What's your last name?
My last name is Thao.
The preceding becomes:

_____ _____ _____ _____?
_____ _____ _____ _____ _____.

The teacher models the dialogue, following the steps in the *oral dialogues* general technique. In order to help the students with rhythm, stress, and intonation, the teacher uses a pointer to tap out the lines while s/he is modeling them. The teacher can also tap out the lines while the students are repeating.

Variations

As students master the first pairs of lines, more lines can be added and tapped out. The teacher may want to continue to tap out the initial lines in order to keep the students' memories fresh.

Students can also clap or tap out the lines.

Note

The lower the level, the simpler and shorter the line-grams should be, at least initially. As students become more proficient and gain confidence, the complexity and length of the line-grams can be increased.

Written Dialogues

Purpose	To provide practice in reading and writing dialogues
Directions	The teacher first follows the directions for *oral dialogues* and, as a possible additional step, the directions for *disappearing dialogues*. After the students have shown at least a partial oral mastery of the dialogue, then this technique can be used. The teacher stands at the board and writes after prompting the dialogue with a visual or the first line, exactly what the students dictate to her. If the students make a mistake, the teacher records it on the board exactly as it was said. If anyone catches the mistake, the teacher corrects it. If no one catches it, the teacher points it out and then sees if anyone can correct it. If there are still problems in recognizing and correcting a mistake, then the teacher should prepare a review on the point for presentation at a later time.
Variations	•The students can simply copy the dialogue and then practice the lines as homework. It is better if this is done after there is partial oral mastery of the dialogue. •The teacher can dictate the dialogue to the students using the *dictation* technique.
Note	This kind of technique should be used only with literate students.

Repetition Drills

Purpose

To improve students' speaking and listening skills by providing practice of new or weak structures and/or vocabulary

Directions

The teacher models an utterance, usually a sentence or a phrase, and the students repeat, first in a large group, then in smaller groups, and finally individually. Pictures can be used to reinforce the utterances. . .

Example: Teacher/T: I'd like chicken.
Student/S: I'd like chicken.
T: I'd like rice.
S: I'd like rice.
T: I'd like tea.
S: I'd like tea.

Variation

- Longer lines can be broken into segments and be repeated from the end of the line, i.e., backward build up. For example, given the line, "I'd like chicken," the repetition drill can be done as follows:

Example: T : chicken.
S : chicken.
T : like chicken.
S : like chicken.
T : I'd like chicken.
S : I'd like chicken.

Backward build up is especially suited for longer utterances which the students may have difficulty recalling.

Note

This drill is usually done as a prerequisite step to a *substitution drill.*

The segment should be modeled, then practiced with natural sentence intonation.

Substitution Drills

Purpose

To improve students' speaking and listening skills by providing practice of new or weak structures while varying and expanding vocabulary

Directions

The teacher models the first utterance which the students repeat, first in a large group, then in smaller groups and finally individually. This is really a *repetition drill* which serves as an introduction to the substitution drill.

Then the substitute item is given as a cue. This can be done by showing a picture or by saying the word(s) or by doing both. The students then say the entire phrase or sentence, at the same time substituting the new cue in the previously modeled sentence. To continue, the teacher produces the next cue and the students respond with the complete utterance.

Example: I need a blouse.
Cue: "shirt" or a picture of a shirt

I need a shirt.
Cue: "dress" or a picture of a dress
I need a dress.

Variations

- To cue substitutions, cubes with the words (or pictures) to be substituted can be used. One word or picture is placed on each side of the cube. The teacher or a student throws the cube. Whatever comes up is the cue.

- Another device that is used to cue students is a chart containing a series of from six to eight frames. In each frame there is a picture or word to be used as a cue. The pictures/words can be arranged in sequence, if that is appropriate for the drill, or they can be in random order. The students then proceed through the frames one by one. Thus, the teacher is no longer saying the cue.

Note

The item substituted can be any part of the utterance.

Rejoinder Drills

Purpose

To elicit appropriate responses in two-line dialogues

Directions

The teacher says the first line in the two-line dialogue. The student supplies the second line. The appropriate rejoinder can be cued by a word or phrase given orally or written on a card, or by a picture.

Example: T: What's the matter?
Cue: picture of stomachache
S: I have a stomachache.
T: What's the matter?
Cue: picture of a headache
S: I have a headache.

Variation

The teacher can do this with the whole class, parts of the class, or individual students. Students, in pairs, can also use this technique.

Notes

If pictures are used as cues, they should be as clear as possible. No unnecessary details should be included. Pictures can be used to set a scene as well as to cue the rejoinders.

This is a good review activity.

Chain Drills

Purpose	To practice asking and answering questions
Directions	The teacher begins the chain by asking one student a question. "What's your last name?" The student answers, and then that student asks another student the same question. The chain continues until all the students have asked and answered the question. Usually the chain goes up and down the rows.
Variations	• Students sit in a circle and the chain goes around the circle. Or students can ask anyone of their choice. • To keep the pace quick and lively, students can toss a beanbag or ball back and forth, first asking the question, then throwing the beanbag or ball to the student they want to answer. • To keep everyone involved, the teacher, can periodically ask questions in the third person singular, e.g., "What's his/her last name?" and request another student to answer.
Note	This activity promotes student involvement and gives the teacher time to monitor student performance.

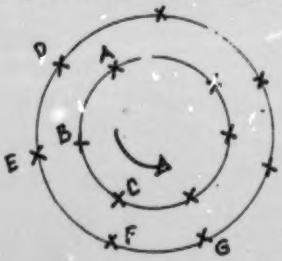
Concentric Circle Drills

Purpose

To provide practice in asking and answering questions

Directions

The teacher directs the students to stand or sit in two concentric cirles so that the students are in pairs facing each other.



The teacher writes one question on the blackboard, a question with which the students have already had some practice. Both students in a pair ask and answer the question of each other. After this, the students in the inner circle move one person to the left. For example, *A* asks and answers first with *D* and next with *E*. *B* is first with *E* and next with *F*, etc.

Each time the inner circle moves, the teacher writes a new question on the board, and each student asks and answers all questions with the new partner.

Variation

- After five or six questions, the teacher may erase one question, starting with the first one, each time a new question is added. This helps the students to question and answer more naturally.

Notes

Students usually become so involved in this activity that they forget to speak in their own language. After 3 or 4 questions, they often begin greeting their new partner in English. The repetition of questions and answers also helps students to polish their answers. The teacher is free to monitor and correct. A lot of peer correction also takes place.

Direction Drills

Purpose

To practice giving and following directions
To improve listening and speaking

Directions

The teacher demonstrates a series of directions while the students watch and listen. The students then follow directions while the teacher gives them. The students then practice saying the directions. A *repetition drill* may be used here. Next the class is divided in half. One half gives the directions, while the other half follows them. The last step is having the class divided into pairs, with each member of the pair practicing giving and following the directions.

The directions may be simple and short.

Example:
1. Close the door.
2. Open the window.

Or they may be longer and involve props and dialogue. As an example, see the ESL activity for Post Office, Competencies 10.2 and 10.3, suggested by the American Council for Nationalities Service/Lutheran Immigration and Refugee Service.

Variations

- A pair of students can give and follow the directions in front of the rest of the class.
- A student can give the directions for the rest of the class to follow.
- If the students are literate, the directions can be written on the board and copied by the students.

Note

It may not be necessary for the students to give the directions, for example, "Fill out this application," or "Sign here." They may only have to follow these directions. In these cases, especially if the level of the students is low, they should not be required to learn how to say them. The above technique should then be adjusted accordingly.

Chanting

Purpose	To practice the rhythm, stress, pronunciation, and intonation of English
Directions	Jazz Chants, a creation of Carolyn Graham, are used in the Intensive ESL/CO programs. The users of this manual are referred to her book Jazz Chants, Rhythms of American English for Students of English as a Second Language (see Bibliography) for a description of jazz chants as well as a discussion of how to use them. Chanting, i.e., repeating over and over, can be used in *repetition, substitution* and *rejoinder drills*. When chanting, attention should be given to keeping normal English rhythm, stress, pronunciation and intonation. While utterances are being chanted, their rhythms and stresses can be tapped out.
Variation	If a student says an utterance with incorrect rhythm and stress, the teacher can tap out the correct ones without saying any words. During the tapping the teacher asks the student to listen carefully. The student then tries to say his/her utterance correctly. Students can also tap out rhythms/stresses for other students.
Note	Chanting is a technique for practicing what is spoken. Sentences that occur only in writing should not be chanted.

Dictation

Purpose

To practice listening, spelling, reading, writing skills

Directions

The teacher reads the dictation through once. The students just listen and don't write.

The teacher rereads the dictation for the students to write. The teacher reads slowly, phrase by phrase. Punctuation can be included. Each phrase can be repeated once during this reading.

The teacher reads it through again. During this reading the students are instructed to try to correct their own copy.

Dictation can be corrected in any of several different ways:

> The teacher can call in the papers. In "correcting" the dictation s/he points out the errors by circling them rather than correcting them. The dictations all returned to the students and they correct them by writing the correction above the circle. Thus, the benefit of the correction lies with the student rather than with the teacher.
>
> Copies of the dictation are handed to the students who correct their own work with the teacher's help.
>
> Students go to the board to write individual sentences or sections of the dictation.
>
> Students are put into pairs or small groups to compare their work. Any of the above can then be done.
>
> Students exchange papers and correct another's dictation. As in the first option, errors can be circled rather than corrected. Papers are returned to the owners with the direction that the owners correct the mistakes. If there is any disagreement as to the errors, the teacher is called in as the immediate mediator.

Variation

- Have all students put their pencils and papers away. No one is to write while the teacher is reading the story. The teacher reads the story three times. The teacher can read slowly, but the intonation should remain the same. After reading the story, the teacher asks students to come forward to write on the board or a sheet of paper all the phrases they can remember. The teacher should first ask the slower students to write the words as they will probably remember key nouns and verbs. Then the faster students can be asked, as they will probably remember more. During this time there should be no pencils or papers on individuals' desks. As a class the students, with the teacher's help if necessary, complete the story. The teacher then asks a few questions from the story.

See 10.2, 10.7 Buy items in the post office, register mail by The Experiment in International Living/Save the Children Federation for an example of this variation

Notes

Dictations can be done on any level, assuming, of course, that the students are literate. The dictation should be at least a couple of sentences but no longer than three paragraphs in length.

Lower level students should be familiar with the language of the dictation. Unknown words and structures can be confusing and frustrating. For higher students it might be useful to include a few unfamiliar words or structures to challenge them.

Memory Game

Purpose

To practice recall of vocabulary or a dialogue relevant to a picture

Directions

The teacher divides the class into two teams of equal size and then shows the entire class a picture for a very short time, about five seconds. No writing is allowed during this time. Next the teacher asks members of each team to recall as many words, phrases, or sentences as possible that are relevant to the picture. At this stage, teams can write down what they remember. Each team earns one point for every correctly recalled utterance. The team with the most points wins.

Variations

- In order to win a point, the team must spell the words in the utterance correctly.

- Before showing the picture, the teacher tells the students to find as many words as possible beginning, for example, with the letter *M*, or as many verbs as possible. The team with the most points wins.

Note

This is a good review activity.

Categories

Purpose	To learn vocabulary items by categorizing them
Directions	The teacher take pictures, either magazine cutouts or line drawings and mounts them on cardboard. The pictures should all be relevant to the topic, situation, or competency being studied. Students, individually in pairs, or in small groups, must sort the cards into categories. The student or team who sorts correctly and can identify all the items wins. Example: Cards: furniture and appliances Sort the cards according to which furniture and appliances belong in which room of the house.
Variation	•This technique can be used with realia as well.

Elicitation Using Pictures

Purpose

To elicit student-centered conversations about pictures

Directions

The teacher shows the students a picture and asks them to describe it, perhaps also asking questions about each vocabulary item or situation.

For example,

What is it used for?
Where is it found?
What does it look like?
Who uses it?
How do you use it?
What do you need this for?

Variation

- Questions can be scaled up or down depending on the level of the students. Acceptable responses can be single words, phrases, or complete sentences.

Notes

This technique can be used as an introduction to a topic or lesson, as one way to diagnose how much students are already familiar with the relevant language. It can also be used as a refresher or review activity.

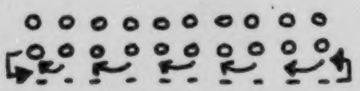
Pass and Switch

Purpose

To practice asking and answering questions based on pictures

Directions

Students are placed in pairs in two lines facing one another.



Each student on one side has a picture. S/he shows his/her picture to his/her partner across the way and asks a question about the picture. The partner gives an answer to the question. When all the pairs are finished, the teacher says, "Pass." Students pass their picture to the next student. The teacher brings the picture from the student on the end to the first student in the line. The process is repeated as many times as desired or until the first picture arrives back to the person it started with.

When the teacher calls "Switch," the students give the cards across to their partners and they change roles asking and answering questions.

Note

See ESL Activity 14.2 Secure Household Repairs, suggested by The Consortium.

Skits

Purpose	To practice language skills through the creation of real-life situations in the classroom
Directions	A skit is a short play. Skits can be created by the students with the help of the teacher or created by the teacher for the students. In the former case, the class can be divided into groups to work on separate skits or to work on parts of one larger skit. The students are given a situation or series of situations in which to use their English. The students can create and assign roles, develop the dialogue, gather props, and direct the action. The skit is then practiced and presented. While the students are working on the skit, the teacher is circulating, helping where needed. It is recommended that the teacher give a final check before the skit is presented to the rest of the class. Skits can also be written by the teacher for the class. The teacher selects a focus, e.g. a competency with its accompanying language, and writes a short play. The skit is presented to the class. The culminating activity would be the presentation of the skit by groups of students to the rest of the class.
Note	Generally, the language students use in the skits should have already been introduced and practiced. Especially if the students are going to generate their own skits, they should have some language ready to incorporate in them.

Roleplay

Purpose

To practice speaking and listening skills by creating real-life situations in the classroom

Directions

In the broadest sense a roleplay is when a person assumes a role or part and uses the language and carries out the actions associated with that role. The roleplay may or may not involve props and/or costumes.

Generally students should be familiar with/have practiced the language they are going to use in a roleplay. Students can roleplay using a few lines of dialogue or a complete dialogue they have worked on. Or they can write the dialogues they will use in their roleplays. Examples of roleplays using all of the preceding can be found in the ESL activities section.

Variation

•The following is one variation of roleplay.

The teacher divides the students into small groups or pairs. Each student is given a part to play, a role. This part can be described verbally or can be written on a card.

Example:

Student 1	Student 2
You are the sponsor of a refugee.	You are a refugee. Telephone your sponsor and invite him/her to dinner at your home.

Each group or pair has a few minutes to practice before performing for the whole class. While the groups are practicing, the teacher can circulate and give help where it is required. After the roleplay, the teacher can give individual feedback to each group.

Instead of being assigned roles, each group or pair can develop their roles based on a picture cue. Some examples are a picture of a doctor and patient or of a customer and a salesclerk at a department store.

Listening Cloze

Purpose

To provide practice in listening for selected vocabulary

Directions

The teacher shows a picture to the students and tells them a story about it or acts out a dialogue about it. The teacher repeats this story or dialogue several times and then gives each student a paper with the same story or dialogue written on it, but with several blanks instead of words. The teacher reads the story or dialogue again, line by line. The students try to fill in the blanks as they hear the word(s). The teacher should repeat the story or dialogue one more time, with the students trying to correct mistakes while it is being read.

Example:

Picture: weekend activities
What did you do last weekend?
I *played* volleyball.
What did you do last weekend?
I went *swimming* and *watched* TV.

Students receive one point for each blank filled in correctly.

Variations

- Leave a blank for every nth (5th, [illegible]th) word.
- Leave a blank for content words that need to be drilled, e.g. all verbs.
- Instead of a story or dialogue, songs, newscasts from the radio or any kind of speech can be used.

To provide extra help, the teacher can provide several alternatives for each blank. Students must select the correct answer based on their listening.

Notes

The first line should contain no blanks.

The teacher can help the students to fill in the first blank to show them what to do.

Jigsaw Listening

Purpose

To provide practice in intensive listening to an American English speaker

Directions

The teacher introduces the lesson by explaining that the class will be divided into three groups. Each group will listen to a taped story and answer a set of questions about the story. Each group will work with three different parts of the same story. Therefore, each of the three tapes will be different and each group's set of questions will be different. After listening to their tapes, the groups will meet as one class to piece together the story as a whole.

After introducing the exercise, the teacher divides the class into three groups and gives each group a tape recorder, a prerecorded tape of an American reading a story, and a set of questions. Each group then listens to the story several times through to get the gist of their part of the story. Next they begin to listen more closely in order to answer the questions. During this part of the activity, the teacher circulates around the room providing help where it is needed. When each group has finished answering their set of questions, they meet as one class to piece together the story as a whole.

Notes

The stories and accompanying questions must be clearly written. Information should not conflict.

Some teachers find it useful to separate the three groups so that they will not overhear the tape of another group.

The groups should be basically equal in ability, i.e., each group should have strong, average and weak students in it.

Scrambled Words

Purpose

To provide practice in sorting out words into a logical sentence

Directions

The teacher cuts a sentence from a story or dialogue into individual words. Then, in small groups or pairs, the students must put the words into a logical sequence. Each small group or pair is given one complete sentence. Students should look for clues to ordering.

Variations

•The teacher can divide the class into teams and give each team the same sentence cut into individual words. The team that arranges its words into a logical sequence first wins.

Words of the same structural category, e.g. nouns, verbs, can be written on the same color paper. In other words, a complete set would have nouns written on blue paper, verbs on green paper, pronouns on yellow paper, punctuation on white, etc.

(blue)	(white)	(yellow)	(green)
SINK	.	MY	LEAKS

Note

For lower-level students, only sentences they are already familiar with should be used. Upper-level students can work with unfamiliar material.

Scrambled Sentences

Purpose

To provide practice in sorting out sentences into a logical sequence, making a story or a dialogue

The teacher cuts a story or a dialogue into strips, with one sentence on each strip. Then, in small groups or pairs, the students must put the strips into a logical sequence. Each small group or pair is given one complete story or dialogue. Students should look for clues to ordering, either obvious clues like time adverbials, e.g. first, second, next, today, tomorrow, then or covert clues, e.g. steps in a prescribed sequence.

Variations

- The teacher can divide the class into teams and give each team the same story or dialogue cut into strips. The team that arranges its strips into a logical sequence first wins.

- The students are given a strip and asked to memorize their sentence. After a few minutes the strips are collected and the students put themselves into a logical story line.

- Questions and answers can also be scrambled. First the questions and answers are cut into strips. Then the questions and answers are separated and scrambled. Students in groups or pairs must match the correct question and answer. Or individual students are given either a question or an answer. They then move around the room to find their correct "match."

Scrambled Pictures

Purpose

To provide practice in describing a process or sequence
To promote left-to-right reading skills

Directions

The teacher prepares a group of pictures, cutout, stick-figure drawings or line drawings, with one picture for each action or frame in the narrative. For example, the pictures could describe the usual sequence for writing and mailing a letter. Small groups of students are then given the set of pictures and must arrange them in the appropriate sequence.

Variations

- The teacher shows the students the sequenced set of pictures and tells a story about the pictures, controlling structure and vocabulary at an appropriate level. Then the students, as a group, tell the story back to the teacher. The teacher can use *elicitation* if the students forget some of the details or need help with the language.

- As a follow-up step, students can write the story down, either as a whole class, in small groups, or individually.

- The teacher can ask the students to tell the story using different verb tenses, for example, first telling the story in the present continuous tense and then changing to the past tense.

- The teacher can give one picture to each student, e.g. if there are five pictures, five students are needed. They stand in front of the class and tell the story, each student telling the part of his/her picture represents.

- For higher levels cartoon strips can be used. The strips are cut into frames. The class is divided into groups. Each group receives an envelope with the cartoon cut into frames in it. Their job is to put the frames into the correct order. A strip of paper with the correct answer on it may be included in the envelope. Care must be given when selecting the cartoons. The sequence should be evident in the strip, either in the pictures or the language.

Note	For lower-level classes, the number of pictures should be limited to three to four pictures. Upper-level classes work well with longer sequences.

Notes on Techniques and Methods

The preceding techniques are used widely in the Intensive ESL/CO Program in Southeast Asia. A number of these techniques such as oral dialogues, repetition drills, substitution drills, chain drills, rejoinder drills and line-gram dialogues exemplify a methodology known as the Aural/Oral Method. Other methodologies used in the programs to varying degrees are Counseling-Learning/Community Language Learning and the Silent Way. The Silent Way involves the use of sets of rods in various colors.

The users of this manual may find the following references helpful. (See Bibliography for complete citation.)

Curran, C. A. Counseling-Learning in Second Languages.

This book describes a counseling-learning approach as it is applied to the learning of second languages, i.e., community language learning.

Gattegno, C. Teaching Foreign Languages in Schools: The Silent Way.

After reading this book the reader will have a general understanding of the Silent Way.

Gattegno, C. The Common Sense of Teaching Foreign Language

This book is a summary of what Gattegno learned in the years since the publication of the preceding. This volume presents specifics of the Silent Way. Chapter 6 is "Uses of Rods and Charts."

Olsen, J. Winn-Bell. Communication-Starters and Other Activities

A book of various types of language activities generating conversation. Chapter IX is "Rod Activities."

Paulston, C.B. and M.N. Bruder. Teaching English as a Second Language: Techniques and Procedures.

This book outlines techniques and procedures that teachers actually utilize in their classrooms. The techniques and procedures are presented under the chapter headings of grammar, speaking, pronunciation, listening comprehension, reading and writing.

Robinett, B.W. Teaching English to Speakers of Other Languages: Substance and Technique.

This book is divided into two major sections. The first, "The English Language," includes a general description of the essential features of grammatical, sound and vocabulary systems. The second section "Teaching English to Speakers of Other Languages" deals with pedagogical matters such as teaching the communication skills, language and culture.

Stevick, E.W. Teaching Languages: A Way and Ways

A discussion of language teaching methodologies including Community Language Learning and the Silent Way. Chapter 11 "Some Uses of Cuisenaire Rods" includes a description of Stevick's well-known Islamabad Technique.

LITERACY ACTIVITIES

INTRODUCTION

The literacy activities described in this section are primarily designed for pre-literate and non-literate students, but they can be adapted to other groups of students, depending on their needs.

THESE ACTIVITIES ARE NOT MEANT TO TAKE PLACE OF A LITERACY CURRICULUM.

Rather, it is hoped that they will stimulate teachers to think of their own activities. Any adaptation or expansion of the activities in the section is encouraged.

Center for Applied Linguistics
Southeast Asia Regional Service Center
November 1981

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ALPHABET MAKE-A-SQUARE

Purpose

To recognize different ways of writing the letters of the alphabet

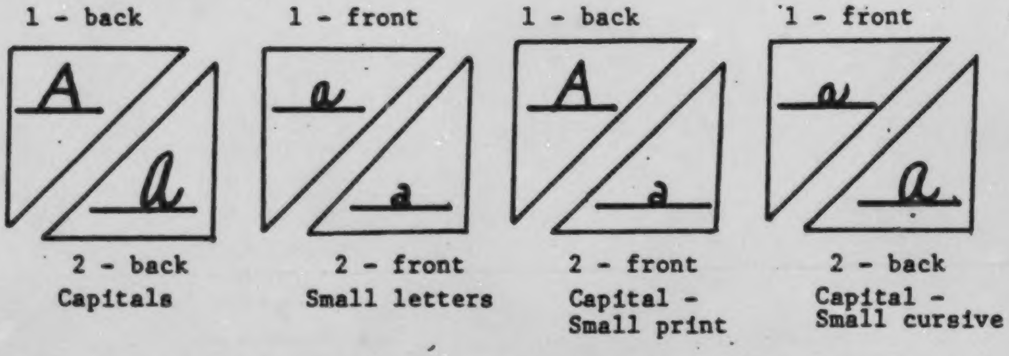
Number of Players

Pairs

Materials

One pack of alphabet make-a-square cards (52) cards. For detailed instructions on making a set of these cards see Olsen, 1977. The following description of the combinations on the cards is taken from this source, p. 79.

The Combinations:


1 - back
A
a
2 - back
Capitals
1 - front
a
a
2 - front
Small letters
1 - back
A
a
2 - front
Capital -
Small print
1 - front
a
a
2 - back
Capital -
Small cursive

Directions

Mix up all the cards, so that pairs are not together and give them to the 2 players. The players must fit the paper halves together. Each partner in a pair tries to make as many pairs as possible. The one with the most pairs wins.

Variation

- The game can become both a reading game and a communicative game by requiring players to use language like, "Please give me a ....." or "Do you have a ......?"

ALPHABET ORDERING

Purpose To learn and review letters in alphabetical order.

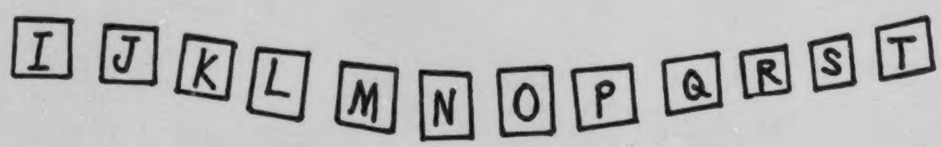
Number of Players Small groups of 3-4 players.

Materials A pack of *alphabet cards* containing 26 letters

Directions Each group of players is given a complete pack of cards. The cards are dealt out to all the players so that each player has a similar number of cards. The player with M starts and lays the M-card down on the table. Players in turn lay down one card if they have the next one in sequence either forwards or backwards. If they do not have the appropriate card, they lose their turn. If they do have the right card, they continue playing. Eventually, a long alphabet snake should be formed. The winning group is the one that puts all its letters down in order first.

Variations

- For reinforcement, players must say the name of the letter. If they say the name incorrectly, they lose their turn and the next player takes his turn.



- The leader puts down two cards, for example, A and C. Players must identify what is missing--B.
- This can be played with number cards.

BINGO

Purpose

To recognize numbers, letters, times, money, words presented orally.

Number of Players

Whole class.

Materials

- A *bingo* card for each player.
- Tokens (paper clips, pebbles, coins) in quantity as each player could use up to 23.
- Cards that match the symbols on the *bingo* cards.

Directions (For o-100 NUMBER BINGO)

Each player is given a *bingo* card and some tokens. The leader puts all the number cards in a container and pulls them out one-by-one. After each card has been pulled, the leader calls that number out loud. If a player has that number on her *bingo* card, she covers it up with a token. The first player to cover up five numbers in a row (horizontally, vertically, or diagonally) wins.

The leader should keep track of all the numbers in order to verify that the player has actually won and not made any mistakes.

Variations

- Times, money, words can be used.
- Used a smaller set of numbers and a 2 X 3 grid instead of a 5 X 5 grid. The first player to cover all her numbers wins. Use this variation as an introduction.
- Give each player a sheet of paper on which squares have been ruled out (4 X 4 or 5 X 5). On the board, the leader lists either numbers, letters, words, or times--about 25 to 40--from which each member of the class copies down 16 or 25, one in each empty square. The leader then calls out the numbers, etc. at random, and players cover up the ones they hear with a token. The first to get 4 (or 5) in a row wins.

1	12	3
5	14	19

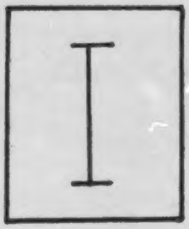
J	A	O	E	S
N	R	I	W	P
6	X	B	Q	H
V	C	U	K	T
F	L	M	D	Y

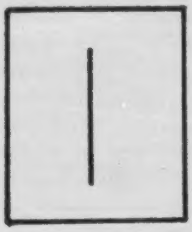
BUZZ

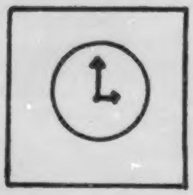
Purpose	To practice saying numbers in order.
Number of Players	Small groups, whole class.
Directions	Players count from 1 to 100, the first saying "one", the second "two", etc., except that any number that is a multiple of 3 (7 or any number) or contains the number 3, e.g., 9, 12, 13, cannot be said. Instead, the player must say "BUZZ" (or clap his hands) or drop out of the game. If he drops out of the game, the next player starts to count from 1 again. The winner is the last player left.

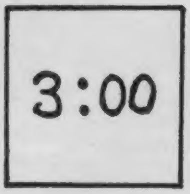
CONCENTRATION

Purpose	To match like pairs: numbers, letters, time, money, vocabulary.
Number of Players	Two or more.
Materials	Two decks of cards that match, card-for-card.
Directions	All the cards are laid face down on a flat surface. The first player turns up any two cards. If they are a matching pair, she keeps them. If they are not a matching pair, she turns them back face down, and the next player takes a turn and tries to make a pair. The player who makes the most pairs wins.
Variation	● The player must say the word (letter, number, time, amount of money) correctly in order to keep the pair.









CROSSING OUT

Purpose	To recognize numbers, letters, times, money, vocabulary.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pencils.
Directions	The leader writes down a set of numbers on the blackboard or on paper. (This can also be done on an individual student worksheet.) The students are instructed to cross out, for example, all the 7s. The student who does it first, and accurately, wins.
Variation	Letters, times, money, and vocabulary can be used instead of numbers.

9 3

3 4

7 20 7

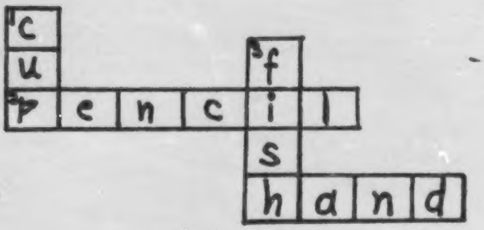
13 12

17 8 9

6 2 7

CROSSWORDS

Purpose	To recognize words; to reinforce left-to-right and top-to-bottom progression.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pencil.
Directions	The leader writes squares, representing letters, and does not write in the letters. Instead, he gives a picture clue to help the players fill in the squares with the appropriate letters.
Variations	• This can be coordinated with units as a vocabulary review. • Students can be encouraged to make their own. • Crosswords can become more and more complex as squares link up. See the example below.



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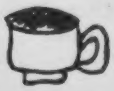

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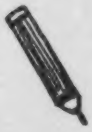

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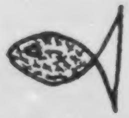

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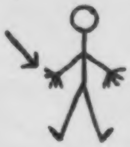


DOMINOS

Purpose

To practice recognizing same or different shapes, numbers, letters, times, money, and vocabulary.

Number of Players

Small groups of 4-6 players.

Materials

A set of at least 40 *dominos* for each group.

Directions

The class is divided into small groups and each group is given a set of *dominos*. The leader gives each player five *dominos* and puts the remaining *dominos* face down in a central pile.

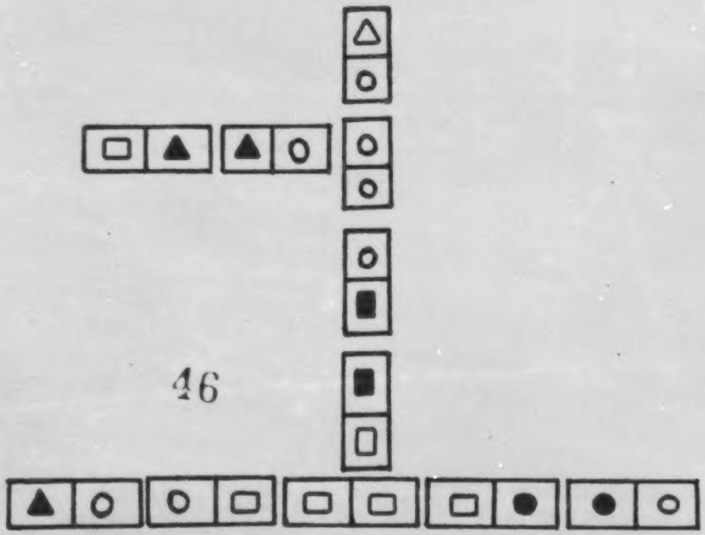
To begin play, the *domino* on the top of the central pile is turned face up. The first player tries to match half of the first *domino* with a *domino* from his hand.

If this △|○ is the first *domino*, then the first player must find a *domino* from his own with △ or ○ . If he cannot match either half, he takes a *domino* from the central pile. If that *domino* matches, he may play it immediately. If it does not match, his turn is over, and the next player takes his turn. The first player to use all his *dominos* is the winner.

Variation

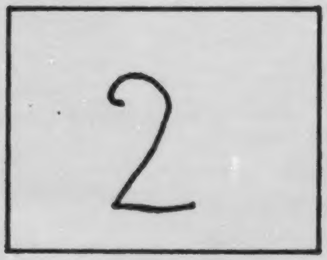
- In order to make a successful connection, players must say the number (letter, etc.) correctly.

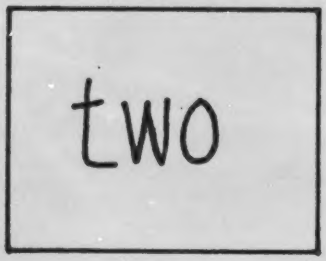
This activity provides lots of same-or-different practice for pre-reading activities.



FLASHCARDS

Purpose	To recognize numbers, letters, times, money, and vocabulary.
Number of Players	Two or more.
Materials	One pack of *flashcards* for each group.
Directions	One player takes a flashcard and shows it to the other player who must then read aloud what is on the card. The two players can take turns, changing when one player answers correctly.
Variation	• One player can use these cards as a review.





HANGMAN

Purpose

To practice spelling, vocabulary recognition, saying the names of the letters.

Number of Players

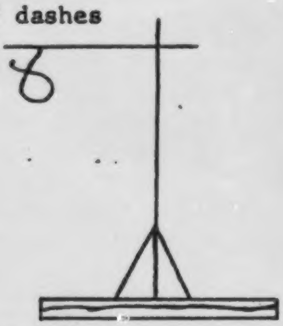
Two or more.

Materials

Blackboard and chalk; paper and pencil.

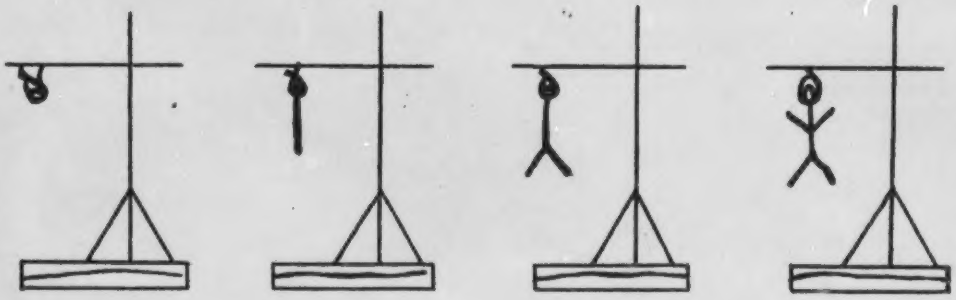
Directions

A player thinks of a word and writes a number of dashes on the board that corresponds to the number of letters in the word. The other players guess what the letters are by asking "Is there a T in it? Has it got an M?" The correct letters are written in. For each incorrect guess, however, a line is added to the gallows to make up a hangman. Players must guess the word before they are hanged.



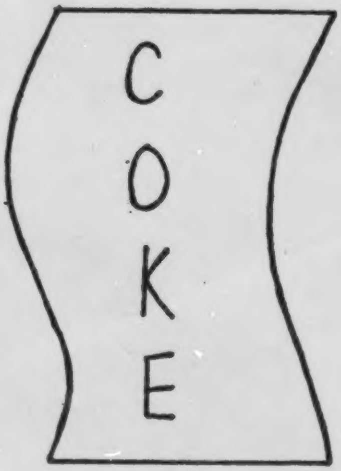
Variations

- To help the very beginning students play this game, the leader (or teacher) could begin the game with some of the letters already written in.
- Use student names.
- Use vocabulary within one topical area and tell the players what the topical area is.



HOW MANY WORDS CAN YOU FIND?

Purpose	To learn to recognize what words look like.
Number of Players	One or more.
Materials	Paper and pencil.
Directions	Ask students to look around their immediate environment, both in and out of the classroom, to find words in English. Ask them to write the words down (copy them) and bring them to class. Ask the students to guess the meaning of the words they have written down. See how many different words the students can collect. Build up a class file and a file for every student of the words she wants to learn to read. Words could be stored on 3 X 5 index cards or on used computer cards. To reinforce the reading of the student-chosen words, ask students to write down those words.
Variation	● As students begin to develop a file of their own words, a type of filing system could be developed to reinforce and extend earlier work in alphabetizing. Initially, words could be filed only by the first letter; but as confidence grows, the system could include words filed by second and third letters, too. Cards could be sub-filed by topical area as well.



JIGSAW

Purpose

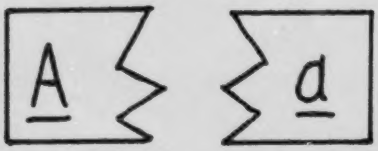
To identify shapes, numbers, letters, times, amounts of money, survival symbols.

Number of Players

One or more.

Materials

Cards that have been cut so that they fit together in a *jigsaw*.



Directions

Each player (or group of players) is given a deck of *jigsaw* cards and fits together the card halves. The teacher might want to introduce only a few items at a time and perhaps model what the players are meant to do.

Variation

- This can be played as a competition to see who can match the card halves together most quickly.

Cards fit together left⟶right to encourage students to devleop left⟶right reading skills.

KIM'S GAME

Purpose	To practice numbers, letters, time, money, vocabulary.
Number of Players	Whole class, divided into two equal teams.
Materials	A blackboard drawing or picture showing three or four objects.
Directions	The leader shows the picture for about thirty to forty-five seconds. The players must not write. Then the picture is taken down or covered. Each object correctly recalled wins a point. The winning team has the most points.
Note	This game is probably used more effectively as a review activity than as an introductory activity.

LEFT HAND/RIGHT HAND

Purpose

To match pairs of cards with shapes, numbers, letters, times, words on them.

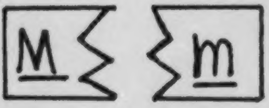
Number of Players

Whole class or two groups of at least 8-10 members each.

Materials

Each group (the whole class is one group) requires two packs of cards, with an equal number of cards in each pack. The total number of cards should be twice the number of players. The two packs correspond in that each of the cards in one pack matches one of the cards in the second pack. Five possible matching packs are shown below:

1.



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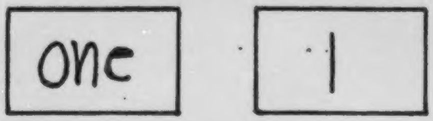

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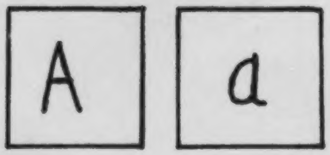

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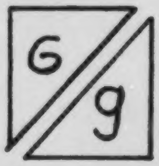

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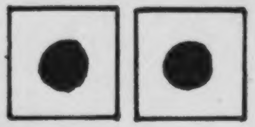
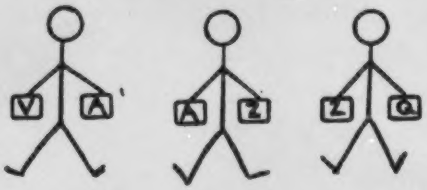


Directions

Each player is given two cards, which do not match. He puts one card in his left hand and one card in his right hand. Each player tries to find the player who has the card that matches the card in his left hand and the player who has the card that matches the card in his right hand. Players who have matched up cards should stand next to each other, like this:

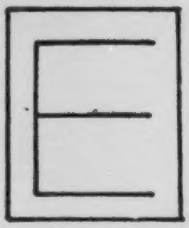


Eventually a large circle including everyone in the class (or group) should be formed.

Variation

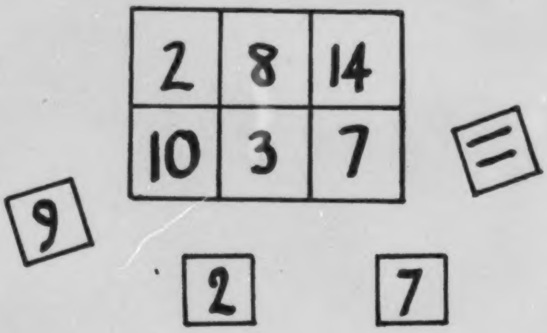
- If the focus is on visual recognition or reading, then players should not talk when trying to find partners, but rather should read the cards and gesture.

LETTER NAMES

Purpose	To learn to say and recognize the names of the letters.
Number of Players	Small groups; whole class, perhaps divided into teams.
Materials	One pack of *alphabet cards* (26).
Directions	The leader calls out the name of a letter, for example, "E", and the players hold up the card with that letter on it.
Variations	● Instead of using letter names, the sounds of the letters could be used. The leader could say, "Find a letter with the sound /K/!" and players could hold up $\boxed{C}$ or $\boxed{K}$ or even $\boxed{C}$ $\boxed{H}$ together. Phonics work should precede this activity.  ● This could easily be played by teams. Points can be awarded to the team that holds up the correct card first.

LOTTO

Purpose	To practice number, time, word etc., recognition.
Number of Players	Small group of 4-6 players.
Materials	• *Lotto* cards, enough so that each player has one. *Bingo* number cards can be used for this purpose. Teachers can also make letter, time, money, vocabulary, or sentence *lotto* cards. • A pack of cards that match and can be used to cover the items on the *lotto* cards. Teachers should make the cover cards for numbers, letters, time, money, vocabulary, or sentences.
Directions (FOR NUMBER LOTTO)	Each player has a different *bingo* or *lotto* card. There is a pile of number cards face down in the middle of the playing area. From this pile, every player takes one card in turn. If the number card a player takes does not appear on the player's large card, he returns it to the pile. If it does, he places it over that number and takes another turn. The first player to cover all the numbers on his card is the winner.



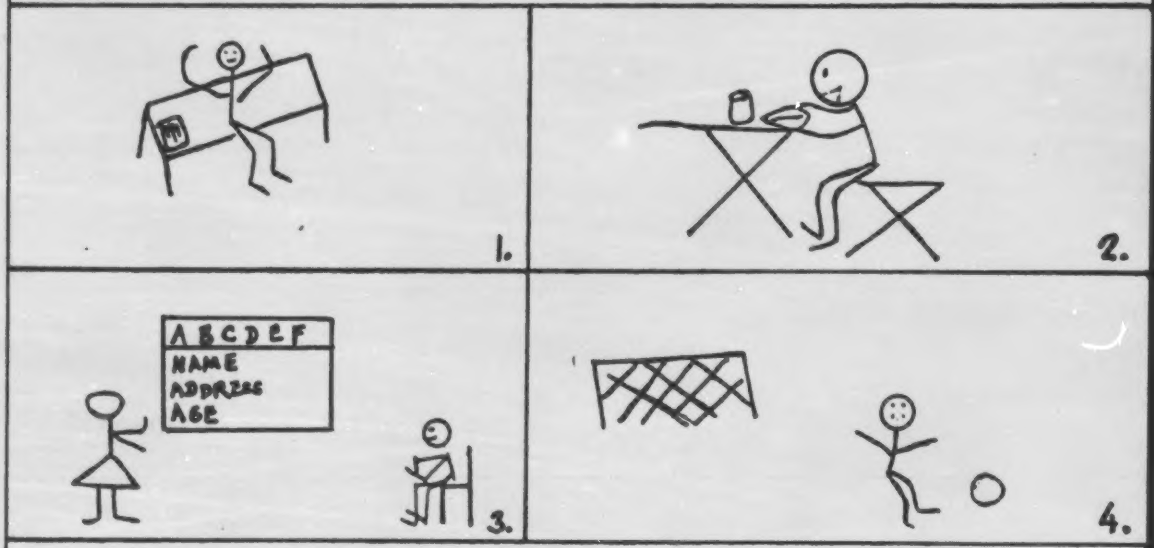
MISSING LETTERS

Purpose	To learn to recognize what words look like.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pencil.
Directions	The leader writes a word that the class knows on the board and asks the class to read it. Then the leader erases one letter. The players have to guess what the missing letter is.
Variations	• This can be played individually on worksheets prepared before class. • Or this can be played with the whole class divided into two teams. The team with the most correct guesses wins. Before playing in teams, it's best to play with the whole class. • At first only remove one letter. Later, more letters can be missing.
Note	*ONLY USE WORDS THE PLAYERS ARE FAMILIAR WITH.*

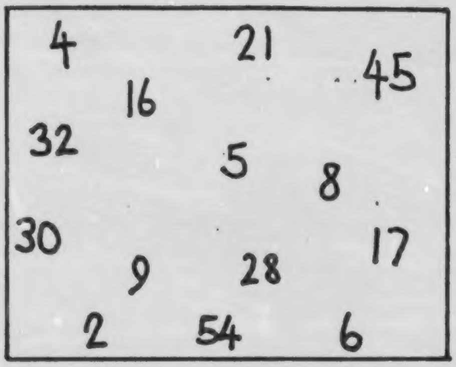
Name
N_me
Na_e
Nam_
_ame

PICTURE STORIES

Purpose	To reinforce left-to-right and top-to-bottom eye movement for beginning readers.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pencil.
Directions	The teacher draws a story with a minimum of three scenes. The topic could be as common as "My Morning" or as complicated as a story describing writing and mailing a letter. The drawings should be simple and clear. Stick-figures are OK. The drawings should be "read" from left-to-right and from top-to-bottom. After drawing his story, the teacher tells it and then invites the class to tell him back his story. While the students are retelling the story, the teacher should not correct their language, but rather help them when they ask for help. One student could describe one frame, another the next, and so on. Or, the whole class could collectively describe the story. The next step is to ask the students to draw their own story and then to tell it. If students want to know how to write some of the words, the teacher can write them down; but this should not be overdone.



RING A NUMBER

Purpose	To practice numbers.
Number of Players	Whole class divided into two teams.
Materials	Blackboard and chalk, preferably colored chalk.
Directions	Various numbers are written clearly on the board. (The numbers used depend on which numbers the players need practice with.) There are two teams. One member from each stands at the board, each with a different color of chalk in hand. The leader stands at the side and calls out one of the numbers. The two opposing team players look for it, and the first to put a ring around it scores a point. Those at the board should be replaced after 3 numbers. The winning team has the most numbers circled. 
Variation	- In place of numbers, there could be letters, clock times, digital times, weights and measures, dates, telephone numbers, sums of money, or vocabulary.

SALLIE SAYS

Purpose	To practice responding appropriately to written commands or questions.
Number of Players	Whole class, perhaps divided into teams.
Materials	Cards (BIG enough for the whole class to read) with commands or questions on them. The commands or questions should already be familiar to the students, both in an oral and in a written form.
Directions	The leader holds up a card for a moment or two to the whole class. The first team member who volunteers tries to perform the action or answer the question. If he misperforms, somebody on another team is given a chance. The winning team is the one that responds appropriately most often.
Notes	The command or question could be pencilled in on the back of the card to help the leader. *THE ACTION IS THE IMPORTANT THING.*

OPEN
THE
DOOR

What's
your
name?

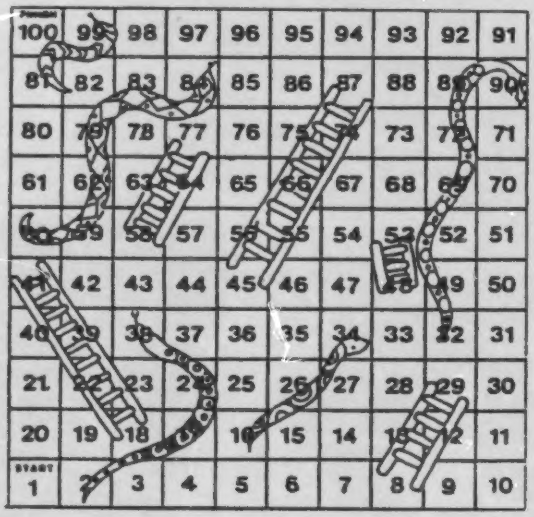
SAME OR DIFFERENT?

Purpose	To practice recognizing same or different numbers, letters, words, times, money, shapes.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pencil.
Directions	The leader writes a row of letters, with several of the letters repeated. Before the row, she writes the repeated letter. Players must circle all the repeated (or SAME) letters in the row. The first to finish accurately wins.
Variations	• This can be played with numbers, times, money, and words. Shapes can be used as a pre-reading exercise. • The class could be divided into 2 teams. Whichever team matches the symbols first wins.

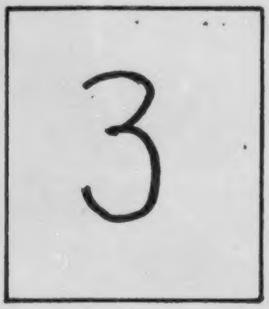
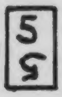
b	ⓑ ⓑ d d c ⓑ
p	d q p d p p
name	name mame name
bus	bus boss base bus
4	4 4 5 8 4

SNAKES AND LADDERS

Purpose	To practice numbers 1 to 100.
Number of Players	Whole class, preferably divided into small groups of 4-6 players.
Materials	A Snakes and Ladders board (see below); a pair of dice; a token for each player.
Directions	Each player throws the dice and moves his token along the line, saying each number aloud. When he lands on a square at the foot of a ladder, he goes up it. If, however, he lands on a snake's head, he is swallowed by the snake and has to go back. The winner is the player who reaches 100 first.
Variation	● Instead of using dice, the players could use a pack of cards with numbers written on them. In order to move, they have to take one of the cards and read the number.



SNAP

Purpose	To practice recognition of shapes, numbers, letters, times, money, vocabulary.
Number of Players	Small groups of 4-6 players.
Materials	A pack of cards for each group, with about 60 cards containing about 12 different symbols in each pack.
Directions	The cards are dealt in equal numbers to each player. The players one by one put down a card, facing up, in a single pile. They go on doing this, placing the cards on those they have played, until one of the cards matches the one put down immediately before. Anybody can then call "SNAP!" The one who calls "SNAP!" first collects all the cards in the pile. The game continues until one player has won all the cards. 
Variation	● If cards are designed like this , the newly literate students will be aided.

WHAT'S MISSING?

Purpose	To recognize numbers, letters, times, money, and words.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pen.
Directions	The leader writes a row of the same letters on the board or on paper, leaving out part of several of the letters. Students must fill in the missing part. The fastest (and most accurate) one wins.
Variation	• Make these up as worksheets.

h h h h n h n h h

d d a d d a d d a

8:45 8:45 8:45 8:15 8:45

school scnool schol school

ESL ACTIVITIES

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List of Competencies

List of Spiraled Competencies

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3. Housing
4. Food
5. Health
6. Transportation
7. Employment
8. Food
9. Employment
10. Post Office
11. Health
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13. Employment
14. Housing
15. Clothing
16. Banking
17. Food
18. Employment
19. Transit Process from Southeast Asia to the U.S.

Master List

Review

INTRODUCTION

The ESL activities described in this section are used in the teaching of the competencies in the regional curricula. These activities are not all inclusive but are representative of those being used in the Intensive ESL/CO Program in Southeast Asia. Users of the manual are encouraged to make their own adaptations, contributions, and deletions to suit their own needs.

Activities are noted for one or more specific levels of ability, but they can be rearranged, modified, and expanded to further suit the users' specific students. An activity may also be cross-referenced to one or more general techniques in the General Techniques section.

The following is a definition of the levels to which the letters at the top of each activity refer. It is the same as that found in the description of ESL curriculum development.

DEFINITION OF ESL LEVELS

Level A (Preliterate)	:	Students from a society with no or a relatively new, tradition of literacy, such as the Hmong. These students have little or no literacy skills, even in their own language, and score between 0-7 on the CAL Placement Evaluation.
Level A (Nonliterate)	:	Students from a society with a tradition of literacy, such as the Khmer or lowland Lao. Though there is literacy in the culture, such students have little or no literacy skills in their own language, and score between 0-7 on the CAL Placement Evaluation.
Level B	:	Students who are literate in their native language(s), score between 0-7 on the CAL Placement Evaluation, and may be able to answer some basic information questions but have no systematic knowledge and/or use of the English language.
Level C	:	Students who are literate in their native language(s), score between 8-15 on the CAL Placement Evaluation, and have some conversational English ability, but little systematic knowledge and/or use of English.

Level D : Students who are literate in their native language(s), score between 16-24 on the CAL Placement Evaluation, and have some knowledge and/or use of English.

Level E : Students who are literate in their native language(s), score 25 and above on the CAL Placement Evaluation, and have a systematic knowledge and/or use of English but lack fluency.

NOTE ON DIALOGUES

For several of the competencies there are one or more dialogues showing typical conversations related to the competencies. In some cases dialogues from one competency can be used to continue or expand dialogues for a later competency. For example, dialogues 4 and 5 under competency 1.1 can be added to dialogue 1 under competency 1.3. And in some cases a new optional continuation is provided, as with dialogue 1X under competency 1.2. These continuations can be used at the teacher's discretion, depending on the ability of the students to handle the additional material. All instances where the preceding cases are possible are noted.

Center for Applied Linguistics
Southeast Asia Regional Service Center
June 1982

COMPETENCIES

(D-level only competencies are asterisked)

TOPIC		COMPETENCY	COMPETENCY NUMBER
CLASSROOM ORIENTATION		Identify self (name, ID number, country of origin, language background)	1.1
		Introduce self	1.2
		Introduce others	1.3
		Greet and be greeted	1.4
		End conversation	1.5
		Express lack of understanding and ask for clarification	1.6
		Follow simple directions	1.7
		Find out English for unknowns	1.8
		Observe classroom etiquette	1.9
BANKING		Provide proper ID when asked to cash a check or money order	16.1
		Cash a check or money order	16.2
		Locate a bank	16.3
		Buy a money order	16.4
	**	Open an account, i.e., checking, savings	16.5
	**	Use a bank account	16.6
CLOTHING		Describe clothing needs	2.1
		Locate clothing	15.1
		Select and pay for clothing, i.e., sizes, prices, color, style, fabric	15.2
		Locate places to buy clothing	15.3
	**	Give and receive compliments about dress	15.4
	**	Care for clothing, e.g., hand/machine wash, dry, iron, dry-clean	15.5
EMPLOYMENT		Describe work experience	7.1
		Describe skills	7.2
		Describe educational background	7.3
		Recognize common entry-level jobs, e.g., names, duties, and qualifications	9.1
		Indicate job preferences	9.2

TOPIC	COMPETENCY	COMPETENCY NUMBER
EMPLOYMENT	Locate possible jobs, e.g., approach person at work site, make an appointment, convey a desire to work	13.1
	Give relevant information when applying for a job	13.2
	Get information about a job	13.3
	Follow instructions on the job	18.1
	Give explanations for sickness, lateness, absence, mistakes	18.2
	Converse with fellow employees, e.g., about family, recreation, weather, traffic, news	18.3
FOOD	Describe food needs	4.1
	Describe food preferences	4.2
	Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price, quantity	4.3
	Locate food items	8.1
	Select food, i.e., price, container, size, quantity, freshness	8.2
	Pay for food, e.g., cash, change, coupons	8.3
	Locate places to buy food	8.4
	Order food, e.g., at a snack bar, restaurant, fast food	17.1
	Act appropriately as a guest/host	17.2
	** Store food properly	17.3
	** Prepare food	17.4
HEALTH	Explain medical problems, i.e., symptoms, illnesses, injuries	5.1
	Get medical help, e.g., in an emergency, for an appointment	5.2
	Follow instructions about treatment	11.1
	Follow instructions during exam	11.2
	Buy medicine (prescription and non-prescription)	11.3
	** Buy items for personal hygiene	11.4

TOPIC		COMPETENCY	COMPETENCY NUMBER
HOUSING		Describe housing needs, e.g., types of rooms, furniture, major appliances	3.1
		Locate facilities within housing, e.g., laundry, fire escape, garbage chute	3.2
		Get information about costs, e.g., rent, utilities	14.1
		Secure household repairs	14.2
		Report emergencies, e.g., fire, burglary	14.3
	**	Locate appropriate housing	14.4
POST OFFICE		Address envelopes and packages	10.1
		Buy items in the post office	10.2
		Locate different mail slots	10.3
		Locate places to mail things	10.4
		Prepare a money order	10.5
	**	Notify post office of change of address	10.6
	**	Register mail	10.7
	**	Pick up mail	10.8
	**	Register as an alien	10.9
	**	Prepare customs and insurance document	10.10
	**	Register for the draft	10.11
TRANSPORTATION		Locate means of transportation	6.1
		Locate a place	6.2
		Buy transportation services	12.1
		Use transportation systems, e.g., by foot, on the bus, subway, train, plane	12.2
		Handle emergencies	12.3
		Give directions	12.4
TRANSIT PROCESS FROM SEA TO US.		Handle emergencies, e.g., being lost, not being met, getting sick	19.1
		Act appropriately on the plane	19.2
		Meet sponsor	19.3

SPIRALED COMPETENCIES

(D-level only competencies are asterisked)

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
# 1	1.1	CLASSROOM ORIENTATION	Identify self (name, ID number, country of origin, language background)
	1.2		Introduce self
	1.3		Introduce others
	1.4		Greet and be greeted
	1.5		End conversation
	1.6		Express lack of understanding and ask for clarification
	1.7		Follow simple directions
	1.8		Find out English for unknowns
	1.9		Observe classroom etiquette
# 2	2.1	CLOTHING	Describe clothing needs
# 3	3.1	HOUSING	Describe housing needs, e.g., types of rooms, furniture, major appliances
	3.2		Locate facilities within housing, e.g., laundry, fire escape, garbage chute
# 4	4.1	FOOD	Describe food needs
	4.2		Describe food preferences
	4.3		Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price, quantity
# 5	5.1	HEALTH	Explain medical problems, i.e., symptoms, illnesses, injuries
	5.2		Get medical help, e.g., in an emergency, for an appointment

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
# 6	6.1	TRANSPORTATION	Locate means of transportation
	6.2		Locate a place
# 7	7.1	EMPLOYMENT	Describe work experience
	7.2		Describe skills
	7.3		Describe educational background
# 8	8.1	FOOD	Locate food items
	8.2		Select food, i.e., price, container, size, quantity, freshness
	8.3		Pay for food, e.g., cash, change, coupons
	8.4		Locate places to buy food
# 9	9.1	EMPLOYMENT	Recognize common entry-level jobs, e.g., names, duties, and qualifications
	9.2		Indicate job preferences
#10	10.1	POST OFFICE	Address envelopes and packages
	10.2		Buy items in the post office
	10.3		Locate different mail slots
	10.4		Locate places to mail things
	10.5		Prepare a money order
	10.6		** Notify post office of change of address
	10.7		** Register mail
	10.8		** Pick up mail
	10.9		** Register as an alien
	10.10		** Prepare customs and insurance document
	10.11		** Register for the draft

CHUNK	COMPETENCY NUMBER	TOPIC		COMPETENCY
#11	11.1	HEALTH		Follow instructions about treatment
	11.2			Follow instructions during exam
	11.3			Buy medicine (prescription and non-prescription)
	11.4		**	Buy items for personal hygiene
#12	12.1	TRANSPORTATION		Buy transportation services
	12.2			Use transportation systems e.g., by foot, on the bus, subway, train, plane
	12.3			Handle emergencies
	12.4			Give directions
#13	13.1	EMPLOYMENT		Locate possible jobs, e.g., approach person at work site, make an appointment, convey a desire to work
	13.2			Give relevant information when applying for a job
	13.3			Get information about a job
#14	14.1	HOUSING		Get information about costs, e.g., rent, utilities
	14.2			Secure household repairs
	14.3			Report emergencies, e.g., fire, burglary
	14.4		**	Locate appropriate housing
#15	15.1	CLOTHING		Locate clothing
	15.2			Select and pay for clothing, i.e., sizes, prices, color, style, fabric
	15.3			Locate places to buy clothing
	15.4		**	Give and receive compliments about dress
	15.5		**	Care for clothing, e.g., hand/machine wash, dry, iron, dry-clean

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
#16	16.1	BANKING	Provide proper ID when asked to cash a check or money order
	16.2		Cash a check or money order
	16.3		Locate a bank
	16.4		Buy a money order
	16.5		** Open an account, i.e., checking, savings
	16.6		** Use a bank account
#17	17.1	FOOD	Order food, e.g., at a snack bar, restaurant, fast food
	17.2		Act appropriately as a guest/ host
	17.3		** Store food properly
	17.4		** Prepare food
#18	18.1	EMPLOYMENT	Follow instructions on the job
	18.2		Give explanations for sickness, lateness, absence, mistakes
	18.3		Converse with fellow employees, e.g., about family, recreation, weather, traffic, news
#19	19.1	TRANSIT PROCESS FROM SEA TO US	Handle emergencies, e.g., being lost, not being met, getting sick
	19.2		Act appropriately on the plane
	19.3		Meet sponsor

SUGGESTED BY:

The Consortium
Save the Children Federation
Experiment in International Living
World Education

1.1

COMPETENCY: Identify self, name
LEVEL: A, B
GENERAL TECHNIQUE: Chain drills

Estimated Time	1 hour
Purpose	To have the teacher and students learn one another's names.
Directions	1. The first student says his name. The second student says the first student's name and his/her own name. The third student says the first and second students' names and his/her own name. And so on. At the end, the teacher must say everyone's name. Good luck!
Variations	• Have the students stand and come to the front of the room when they say the names. This gets them used to speaking in front of a group from Day 1. Call for "volunteers." The sooner a student volunteers, the fewer names to say. • Instead of doing the entire class the same day, do only a half or a third of it. Finish on the following days. • The teacher introduces five or six students a day. All the students and the teacher must remember those students' names. Ask one student to call off names of those students or ask "What is his/her name?" The next day review and add five or six names.

1.1

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Identify self, name

LEVEL: A, B

GENERAL TECHNIQUE:

Estimated Time

1 - 2 hours

Purpose

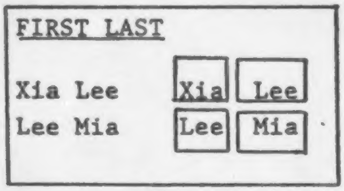
To practice the appropriate responses to questions concerning name

To practice recognition of names

Materials

Name cards in two colors, one for the first name and one for the last.

Poster board student roster. A pocket chart is made from poster board. The pockets will hold name cards. On the left side of the poster board students' names will be listed.



Directions

Name Cards:

1. The teacher asks: What's your first name?
   OR
   What's your last name?
2. The student responds: My first name is ______________.
   OR
   My last name is ______________.

While responding the student holds up the name card with the appropriate response.

3. The teacher practices with all students in random order.

Student Roster:

1. The teacher asks: What's your first/last name?
2. The students reply and match their first/last names by putting their name cards in the proper pockets on the poster board and student roster.

Variations

- The teacher asks: What is his/her first/last name? The students respond and match their classmates' name cards by putting them in the correct pockets on the poster board student roster.
- The teacher may want to have another poster board student roster, one with last name first, and practice with it. However, it is recommended that students have thoroughly mastered one before introducing the other.

LAST FIRST		
Lee,Xia	Lee	Xia
Mia,Lee	Mia	Lee

- Students are placed into groups of four to five. A name card is shown to the group by the teacher or a student in the group. The student says his/her name when it appears. The leader should vary the activity by using first names, last names, and both names together.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.1

COMPETENCY: Identify self, name

LEVEL: A, B

GENERAL TECHNIQUE: Elicitation using pictures

Estimated Time	20 minutes
Purpose	To practice responding to questions about first and last names in the third person singular
Materials	Pictures of a variety of people. (Comical ones enliven the class)
Directions	1. The teacher holds up a picture and says, "His name is John Smith" (or an equally simple/common name). 2. The teacher asks, "What's his name?" 3. The student responds, "John Smith" or "His name is John Smith." 4. The teacher asks, "What is his first name?" 5. The student responds, "John." 6. The teacher asks, "What is his last name?" 7. The student responds, "Smith."
Variation	• The students can be called up to choose and name a picture. The class (or teacher) can then ask the student the first, last name questions.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.1

COMPETENCY:	Identify self, name
LEVEL:	B
GENERAL TECHNIQUE:	Repetition and chain drills

Estimated Time	1 hour
Purpose	To practice the appropriate responses to questions concerning names
Materials	Name cards for each student and one for the teacher
Directions	1. The teacher says, "My name is _______________." several times. S/he can hold up her/his name card as s/he says it. 2. The teacher distributes name cards as each student says, "My name is _______________." The teacher repeats, "Your name is ___________." 3. The teacher models, "What's your name?" to the entire class. The class repeats. 4. The teacher then asks individual students, "What s your name?" The individuals respond. 5. The teacher motions for a student to ask another student, "What's your name?" 6. The teacher motions to the student and says, "His/her name is ______________." This is done several times. 7. The teacher asks, "What's his/her name?" The student or students respond. 8. The teacher motions for a student to ask, "What's his/her name?" The students respond. This is done several times.
Variation	See Chain Drills in General Techniques section.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.1

COMPETENCY: Identify self

LEVEL: B, C

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: What's your name?
   B: My name is Pat Smith.
   A: What's your last name?
   B: Smith.

2. A: Is your name George Jenson?
   B: Yes, it is.
   A: How do you spell your last name?
   B: J-E-N-S-O-N.

3. A: What's your last name?
   B: It's Henderson.
   A: Please spell that.
   B: H-E-N-D-E-R-S-O-N.

4. C: Where are you from?
   B: I'm from Laos. Are you from Cambodia?
   C: Yes, I am.

5. B: Where are you from?
   C: I'm from Cambodia.
   B: What language do you speak?
   C: I speak Khmer.

6. A: Where are you from? I'm from Laos.
   B: I'm from Thailand.
   A: Do you speak Lao?
   B: No, I don't. I only speak Thai.

7. A: My name's Don Wells.
B: How do you spell your last name?
A: W-E-L-L-S.
B: What's your ID number?
A: 684058.
B: Thank you.

C:

Dialogue #

8. A: Is your name Janice Joplin?
B: No. My name is Joyce Childers.
C: My name is Janice Joplin.
A: What's your ID number?
C: 945323.
A: May I see your papers?
C: Here you are.
A: This way, please.

9. A: What's your name?
B: Allen Goodman. What's yours?
A: Eugene Jones. Call me Gene.
B: OK, Gene. Call me Al.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	1.1 COMPETENCY: Identify self LEVEL: C, D, E GENERAL TECHNIQUE: Elicitation using pictures

Estimated Time	2 hours
Purpose	To practice answering personal identification questions in the third person singular To write a story in the third person singular
Materials	Brown sheets of paper and magic markers, one of each for as many pairs as are in the class, i.e., for a class of 20, ten of each; pictures of refugees, one for each pair

Directions

1. The teacher writes the following questions on the board:

   What's his/her name?

   Where did s/he come from?

   How old is s/he?

   Whom did s/he come with?

   How did s/he get here?

   When did s/he leave (Laos)?

   Why did s/he leave (Laos)?

   What was his/her occupation in (Laos)?

   How long has s/he been in __________?

2. The teacher places a picture of a refugee next to the questions and asks the class to describe the person by answering the above questions.

3. As the class answers the questions about the picture, the teacher writes sentences with the answers on the brown paper.

4. The class is divided into pairs, each pair receiving a sheet of brown paper, a magic marker, and a picture of a refugee. The teacher circulates about the room giving assistance as the students answer the questions and write their stories.

5. When all are finished, the sheets are hung around the room.

6. Each pair reports on their story to the group.

7. After all oral reports are given, the students go around the room reading the sheets and writing down any mistakes found.

8. The sheets are taken down, and students come to the board to write the sentences with mistakes in them and their corrections.

9. The teacher and class go over the sentences. The teacher can group the common mistakes and give the appropriate grammar lesson.

Variations

- The teacher can pass out pictures of a variety of different kinds of people. Each pair would then describe the picture they were given.
- This activity can be done without the reading and writing component. The teacher begins by describing a picture and then has individuals or pairs do their pictures orally. Time can be given for them to prepare their oral presentations.

SUGGESTED BY: Center for Applied Linguistics	1.1 **COMPETENCY:** Identify self **LEVEL:** All **GENERAL TECHNIQUE:** Chain drills

Estimated time	15 minutes
Purpose	To practice asking and answering personal identification questions
Materials	One or two bean bags. (Bags can also be made of rice. Rock bags can be dangerous.) Or one or two small or large rubber balls.
Directions	1. The teacher forms students in groups of six to ten in a circle. 2. S/he throws the bean bag asking a personal identification question, i.e., "What's your address?" 3. The receiver answers as s/he catches the bag and then throws it to another student asking either the same question (if the class is drilling that particular structure) or another personal identification question if the exercise is to be used for review.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	1.1 **COMPETENCY:** Identify self, place of origin **LEVEL:** A, B **GENERAL TECHNIQUE:** Chain drills

Estimated Time

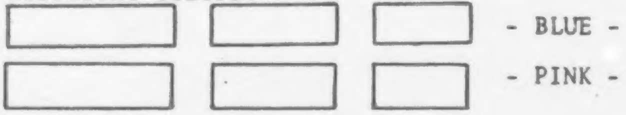
1 - 2 hours

Purpose

To practice the appropriate responses to "Where are you from?"

Materials

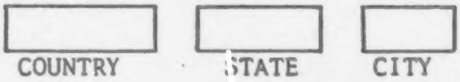
Rods or pieces of paper of three different lengths in two different colors:



Rods or strips of paper are used as cues for specific words in a sentence. For example, for the sentences,

I'm from Laos.	(country)
I'm from Xieng Khaun.	(state)
I'm from Som Nra.	(city)

use different size pieces of paper or rods for each geographical location.



Directions

1. The teacher holds up the longest piece of paper/rod (in, for example, pink) and says, "I'm from the U.S.A." (Shows map of U.S.) S/he then holds up the middle size piece of paper/rod and says, I'm from Washington state." (Shows Washington state on map). The teacher then holds up the shortest length of paper/rod and says, "I'm from Tacoma." (shows Tacoma on the map).

2. The teacher then brings out maps of the refugees' countries. (If the students have never seen a map before, a translator/aide will have to explain the concept). S/he shows the city, province, and country where some of the students were born. (This information is taken from refugee biodata in advance). The teacher says "You're from __________, ________, ______" relating the appropriate size piece of paper

to the geographical location; long-country, medium-province or state, short-city. When speaking about the refugee, the other color (blue) strips/rods are used.

3. The teacher then asks the question "Where are you from?" and cues the desired response by holding up the appropriate piece of paper. Students respond with the information about themselves.

Variation

- Break students into pairs or small groups and give them sets of strips/rods. Have them cue each other in response to the question, "Where are you from?"

1.2

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Introduce self LEVEL: B, D GENERAL TECHNIQUE:

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Hello. My name is Alfred Newman.
   B: Hi. My name is Thomas Jones.
   A: Nice to meet you, Thomas.
   B: Nice to meet you, too, Alfred.

D:

Dialogue #

1. A: Hello. My name is Alfred Newman.
   B: Hi. My name is Thomas Jones.
   A: Nice to meet you, Thomas.
   B: Nice to meet you, too, Alfred.

1X. A: Call me Al.
    B: OK. Al. Call me Tom.

SUGGESTED BY: International Catholic Migration Commission	1.2 COMPETENCY: Introduce self LEVEL: D, E GENERAL TECHNIQUE: Scrambled words

Estimated time 1/2 hour

Purpose To provide practice in sorting out words into a logical sentence

Materials The dialogue below cut up into word and punctuation segments

Directions

1. See General Techniques: Scrambled Words. Use it with the following dialogue.

A: Hi, my name's Peng.
What's yours?

B: Seng Leng.

A: Nice to meet you.

B: Pleased to meet you, too.

The pieces will look as follows:

PLEASED	YOU,	MEET	TOO	.	
TO	PENG	NAME'S	HI,	.	MY
?	YOURS	WHAT'S	MEET	NICE	
.	TO	.	SENG	YOU	LENG

2. Each student is given one of the pieces. The class

	is then told that it is a dialogue and asked to rearrange themselves into sentences and then to put the sentences into the proper order.
Variation	• The class can be divided into groups and each group given a different dialogue.
Note	If there are faster and slower students in the same class, this activity can be given to the former, while the teacher works with the latter.

SUGGESTED BY:		1.2, 1.4
Lutheran Immigration and Refugee Service/American Council for Nationalities Service	**COMPETENCY:**	Introduce self, greet
	LEVEL:	B
	GENERAL TECHNIQUE:	Oral dialogues

Estimated time

20 minutes

Purpose

To practice introducing oneself

To practice greeting and being greeted

Directions

1. Present the dialogue:

A: Hello. My name's ____________________.

B: Hi. My name's ____________________.

Nice to meet you!

A: Nice to meet you, too.

"Nice to meet you too." is only used on the first meeting and not on subsequent meetings.

- Have the students move around the classroom greeting and introducing themselves to one another. The teacher should also join in. This is a good ice-breaking activity.

1.3

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Introduce others

LEVEL: A, B

GENERAL
TECHNIQUE:

Estimated Time 1 hour

Purpose To practice introducing others

Directions

1. The students are placed in a circle. Use two circles if the class is large.
2. The teacher demonstrates with a few students how to give a firm handshake with solid eye contact. The students practice giving the hearty handshake.
3. Next the teacher introduces the sentence, "How do you do?" in connection with the handshake. The students practice.
4. The students are broken into groups of three and practice Step 2.
5. Next the teacher demonstrates a basic introduction with two students. "This is Lou." gesturing to Lou; "This is Kim." gesturing to Kim. The students practice.
6. The teacher then adds each of the students names to form a proper introduction: "Kim, this is Lou," "Lou, this is Kim." The students practice.
7. The students regroup in different sets of three and continue practicing.

1.3

SUGGESTED BY:

The Consortium:
Save the Children/Federation
Experiment in International Living
World Education

COMPETENCY: Introduce others

LEVEL: B, C, D, E

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Ai, this is Thao. Thao, this is Ai.
B: Nice to meet you, Ai.
C: Nice to meet you, too, Thao.

1X. C: Where are you from?
B: I'm from Laos. Are you from Cambodia?
C: Yes, I am.

(#4 from competency 1.1.)

or

1. A: Ai, this is Thao. Thao, this is Ai.
B: Nice to meet you, Ai.
C: Nice to meet you, too, Thao.

1Y. B: Where are you from?
C: I'm from Cambodia.
B: What language do you speak?
C: I speak Khmer.

(#5 from competency 1.1.)

2. A: Dan, this is my mother, Mrs. Lee.
Mom, this is my teacher, Dan Cline.
B: Nice to meet you, Mrs. Lee.
C: Nice to meet you, Dan.

C:

Dialogue #

3. A: Good morning, John. How are you?
B: Good morning, Sam. I'm fine, thanks. And you?
A: I'm fine, thanks. John, this is my friend, George Samson. George, this is John Lane.
B: Nice to meet you, George.
C: Nice to meet you, too, John.
A: Good-bye, John.
B: Bye, Sam.
C: See you later, John. Good-bye, George.

D:

Dialogue #

2. A: Dan, this is my mother, Mrs. Lee.
Mom, this is my teacher, Dan Cline.
B: Nice to meet you, Mrs. Lee.
C: Nice to meet you, Dan.

4. A: Ai, I'd like you to meet my friend, Thao Vang.
Thao, this is my friend, Ai Soeurn.
B: Nice to meet you, Ai.
C: Nice to meet you, too, Thao.

4X. C: Where are you from?
B: I'm from Laos. Are you from Cambodia?
C: Yes, I am.

(#4 from competency 1.1.)

or

4. A: Ai, I'd like you to meet my friend, Thao Vang.
Thao, this is my friend, Ai Soeurn.
B: Nice to meet you, Ai.
C: Nice to meet you, too, Thao.

4Y. B: Where are you from?
C: I'm from Cambodia.
B: What language do you speak?
C: I speak Khmer.

(#5 from competency 1.1.)

E:

Dialogue #

5. A: Tom, this is Al Jones. He's a mechanic.
Al, this is Tom Watson. He's a student.
B: Nice to meet you, Al. Where do you work?
C: Nice to meet you, too, Tom. I work in
a service station in Flint.
Where do you go to school?
B: I go to Mott College.

6. A: Bill, this is my friend, Lee Pay.
Lee, this is my friend, Bill Olsen.
B: Nice to meet you, Lee.
C: Nice to meet you, too, Bill. What
do you do?
B: I'm a farmer. What do you do?
C: I'm a carpenter.
B: That's interesting. Where do you work?
C: In a shop on Main Street.

SUGGESTED BY: Center for Applied Linguistics	1.3 COMPETENCY: Introduce others LEVEL: C, D, E GENERAL TECHNIQUE:

Estimated Time	1 hour
Purpose	To practice introducing others
Materials	Cards on which each student's name is printed
Directions	1. The teacher passes out cards to every student with another student's name on it. 2. Each student prepares to introduce the person whose name s/he has. The teacher can tell the class ahead of time what information can be gathered e.g., name, country of origin, age, profession, favorite pastime, etc., or allow the students to ask whatever questions they wish. 3. After having spoken to two new people in the class, the person whose name s/he has and the person who has his/her name, the student will introduce his/her partner to the class. 4. The class may or may not be encouraged to ask further of the person being introduced. These questions should be directed to the person him/herself and not to the one who is doing the introducing.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	1.3 COMPETENCY: Introduce Others LEVEL: D, E GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time: Varies according to the level of the students and the nature of the dialogue

Purpose: To practice utterances and responses appropriate and natural to the competency

Directions: See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

Dialogue #

1. A: Ai, this is Thao. Thao, this is Ai.
   B: Nice to meet you, Ai.
   C: Nice to meet you, too, Thao.

1X. C: Where are you from?
    B: I'm from Laos. Are you from Cambodia?
    C: Yes, I am.

(#4 from competency 1.1.)

or

1. A: Ai, this is Thao. Thao, this is Ai.
   B: Nice to meet you, Ai.
   C: Nice to meet you, too, Thao.

1Y. B: Where are you from?
    C: I'm from Cambodia.
    B: What language do you speak?
    C: I speak Khmer.

(#5 from competency 1.1.)

2. A: Dan, this is my mother, Mrs. Lee.
   Mom, this is my teacher, Dan Cline.
   B: Nice to meet you, Mrs. Lee.
   C: Nice to meet you, Dan.

SUGGESTED BY:	1.4 COMPETENCY: Greet and be greeted
The Consortium: Save the Children Federation Experiment in International Living World Education	LEVEL: B, E GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Hi, John. How are you?
B: Hello, Bob. Fine, thanks. How are you?
A: Fine, thank you.

E:

Dialogue #

2. A: Hello Carla.
B: Hi, June. How have you been?
A: Fine, thanks. How about you?
B: I've been very busy lately.
A: What have you been doing?
B: Going to school, looking for a job, working for my father.
A: We should get together soon and talk longer.
B: Yes, let's. I'll call you at the end of the week.
A: Good. See you later.
B: Bye.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: End conversation LEVEL: B, E GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Bye, John.
   B: Goodbye, Bob. See you later.
   A: See you later.

E:

Dialogue #

2. A: Hello Carla.
   B: Hi, June. How have you been?
   A: Fine, thanks. How about you?
   B: I've been very busy lately.
   A: What have you been doing?
   B: Going to school, looking for a job, working for my father.
   A: We should get together soon and talk longer.
   B: Yes, let's. I'll call you at the end of the week.
   A: Good. See you later.
   B. Bye.

(#2 from competency 1.1.)

1.6

SUGGESTED BY:

Lutheran Immigration and Refugee Service/American Council for Nationalities Service

COMPETENCY: Express lack of understanding

LEVEL: A, B

GENERAL TECHNIQUE: Rejoinder drills

Estimated Time	30 minutes
Purpose	To practice expressing lack of understanding

Directions

1. The teacher speaks in a language foreign to the student or speaks very quickly in English to students individually who respond with, "I don't understand."
2. The teacher asks a student what another student's name is. The student responds with a correct answer or "I don't know."
3. The teacher says very quickly an English phrase or sentence that the student should understand. The student responds, "Please speak more slowly." The teacher then repeats the same utterance very slowly.
4. The teacher very softly says an English phrase or sentence that the student should understand. The student responds, "Please speak louder." The teacher repeats it, speaking more loudly.

1.6

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Express lack of understanding

LEVEL: B, C, D

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: What's your name?
B: Hxexnxrxy Cxoxmbxexsx.
A: Excuse me?
B: Henry Combes.
A: How do you spell that?
B: H-E-N---
A: Please speak slowly.
B: H-E-N-R-Y C-O-M-B-E-S.

2. A: Close the door, please.
B: Do what?
A: Close the door.
B: OK.

3. A: Please give me a book.
B: Give you a what?
A: A book.
B: Here you are.

C:

Dialogue #

4. A: Do you play the guitar?
B: Play what?
A: The guitar.
B: Oh. Yes, I do.

5. A: Does your father need a pen?
B: Who?
A: Your father.
B: No, he doesn't.

D:

Dialogue #

6. A: Is he coming on Wednesday?
B: Who?
A: John.
B: Coming when?
A: On Wednesday.
B: No. He's coming on Thursday.

7. A: What's your nationality?
B: Excuse me?
A: Where are you from?
B: Oh. Laos. I'm Laotian.

8. A: What's your ethnic background?
B: Excuse me. What does "ethnic background" mean?
A: Where do you come from?
B: Oh. I come from Cambodia. I'm Khmer.

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

1.6

COMPETENCY: Ask for clarification

LEVEL: E

GENERAL TECHNIQUE: Rejoinder drills

Estimated Time 20 minutes

Purpose To practice effective oral strategies for the clarification of information

Materials Pictures or real objects for section 2D below

Directions

1. The teacher reviews various clarification questions. For example,

Please repeat.	Could you please repeat?
Please say that again.	Could you please say that again?
Please speak slowly.	Could you please speak slowly?
Please spell it.	Could you please spell it?
Please explain it.	Could you please explain it?
Please show me.	Could you please show me?
Excuse me, what does _________ mean?	

2. The teacher then makes a variety of brief statements and elicits the appropriate clarification from the students. For example,

   A) Repeating/saying again:

   T: Whu countri r ya frum? (Slurred speech)

   S: Could you please say that again?

   T: What country are you from?

   S: Vietnam

   B) Speaking slowly:

   T: Please stand up and show me your ID card. (Spoken very quickly)

   S: Please speak slowly.

   T: Please stand up and show me your ID card.

   S: Performs the action.

C) Meaning:

T: Please go to the board and write your nationality.

S: Excuse me, What does "nationality" mean?

T: It means the country you are from.

S: Performs task.

D) Meaning:

The teacher has unfamiliar objects or pictures of an unknown objects on a table. Things in the classroom that have not been taught previously can also be used.

T: Please give me an extension cord.

S: Please show me an extension cord.

T: Shows student.

S: Performs task.

Variation

- Any combination of clarification items can be required. For example,

T: Please put the paper clip on the table. (Spoken very quickly)

The students must first ask if the teacher can speak slowly and then about the meaning of the paper clip. In examples such as 2C, students can be encouraged to ask for verbal explanations of words or phrases until the definition is clear.

1.7

SUGGESTED BY:

Lutheran Immigration and Refugee
Services/American Council
for Nationalities Service

COMPETENCY: Follow simple directions

LEVEL: A, B

GENERAL TECHNIQUE: Direction drills

Estimated Time	20 minutes
Purpose	To practice following simple directions

Directions

1. The teacher says and demonstrates simple commands. For example,

Stand up.	Open your book.
Sit down.	Close your book.

2. The teacher gives the direction and the students respond with the action. The students do not have to produce the language in this activity.

3. When the teacher is sure the students can react correctly to the directions, divide the class into two teams.

4. The teacher then gives the directions to the two teams. If any member of the team reacts incorrectly, the team does not get a point. The team with the most points is the winning team.

1.7

SUGGESTED BY:

Lutheran Immigration and Refugee Service/American Council for Nationalities Service

COMPETENCY: Follow simple directions

LEVEL: A, B, C, D

GENERAL TECHNIQUE: Direction drills

Estimated Time

30 minutes

Purpose

To practice following simple directions

Directions

1. The teacher says and demonstrates simple commands using very clear and consistent hand gestures. For example,

   Stand up.
   Sit down.
   Please listen.

   The commands can be broken up, i.e.,

   Stand (palms up) up (raising palms).
   Sit (palms down) down (lowering palms).

2. The teacher can catch students who may be following only the hand gestures and not the words by using the wrong hand movements while giving the commands.

Variation

- Add extra words the students know. For example,

  Men sit down.
  Women sit down.
  Married men stand up.
  Single women sit down.
  Vietnamese men stand up.

1.7

SUGGESTED BY:

Center for Applied Linguistics

COMPETENCY: Follow simple directions

LEVEL: A, B, C, D

GENERAL TECHNIQUE: Direction drills

Estimated Time	1 hour
Purpose	To practice basic classroom commands
Directions	1. The teacher goes through commands demonstrating the corresponding actions, i.e., the teacher says, "Go to the blackboard " as s/he walks to the blackboard. The teacher goes through the entire set of commands without stopping as the students observe and listen three to four times. 2. The teacher asks for two to three volunteers to follow the teacher's directions. 3. The teacher models the commands; the students repeat. 4. The entire class gives the commands to the teacher as s/he follows the commands. 5. One student gives commands to another student who in turn follows. They reverse roles. This may be done with groups of students as well. 6. The teacher breaks the class into pairs and the two students practice giving each other the commands.

1.7

SUGGESTED BY:

Lutheran Immigration and Refugee Service/American Council for Nationalities Service

COMPETENCY: Follow simple directions

LEVEL: C, D, E

GENERAL TECHNIQUE: Direction drills

Estimated Time

30 minutes

Purpose

To practice giving and understanding simple commands

To practice the present continuous tense

Directions

1. Demonstrate basic instructions within the classroom. For example,

Close the door.	Open the window.
Close your book.	Open your book.
Sit down.	Turn off the lights..

Have the students practice saying and doing them.

2. Carry out activities yourself. Do them slowly and give a running commentary e.g., "I'm going to the blackboard," "I'm sitting down,"etc. Say each sentence clearly and repeat it at least once. The students only listen.

3. Have the students practice basic sentences. For example,

I'm writing.	I'm sitting.
I'm listening.	I'm talking.

4. Ask individual students to do some of the activities and have them give their own running commentary. The other students can help the student if needed.

5. Have the students do the actions again, asking "What am I doing?" and receiving the answer "You're ______________." from the other students. In the same way practice, "What's s/he doing?" "S/he's ______________."

6. Split the class into pairs or groups for further practice.

Variation

- Expand the basic sentences and drill as described above. For example,

I'm writing on the blackboard.
I'm listening to the teacher.
I'm writing a letter.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	1.8 COMPETENCY: Find out English for unknowns LEVEL: B GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time

Varies according to the level of the students and the nature of the dialogue

Purpose

To practice utterances and responses appropriate and natural to the competency

Directions

See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: What's that?
   B: It's a book.
   A: Is this a book?
   B: No, it's a magazine.
   A: How do you spell "magazine?"
   B: M-A-G-A-Z-I-N-E.

2. A: What are these?
   B: They're pens.
   A: Are those pens, too?
   B: No, they're magic markers.

1.9

SUGGESTED BY:

The Consortium
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Observe classroom etiquette

LEVEL: B

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

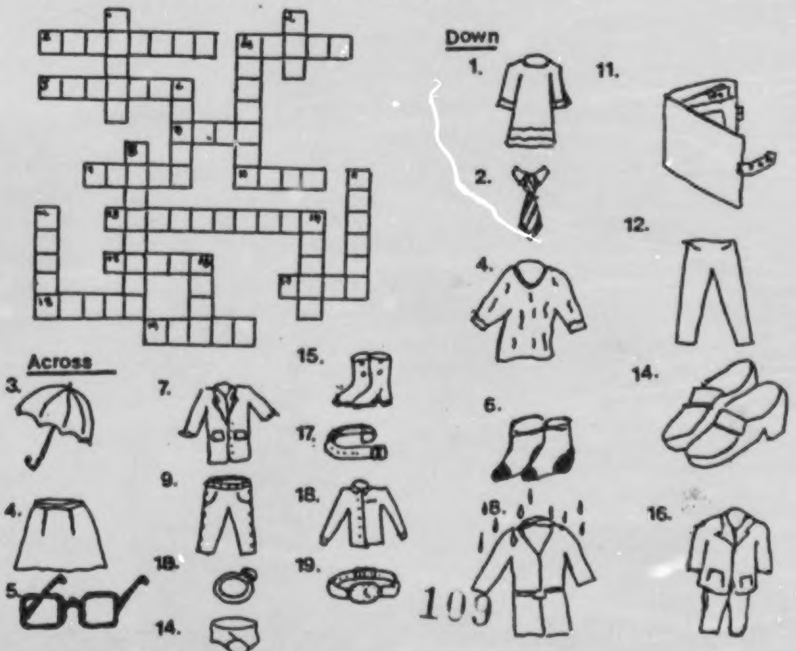
Dialogue #

1. A: Good morning, Mr. Wilder.
   B: Good morning, John. Please come in.
   A: I'm sorry I'm late.
   B: That's OK, John. Please sit down.
   A: Thank you.

2.1

SUGGESTED BY: American Council for Nationalities Service/Lutheran Immigration and Refugee Service	COMPETENCY: Clothing LEVEL: C, D, E GENERAL TECHNIQUE:

Estimated time	1/2 hour
Purpose	To practice the vocabulary of clothing
Materials	A copy of the crossword puzzle below for each student or for each pair or group of students
Directions	1. This activity assumes that clothing vocabulary has been taught. 2. Pass out the crossword puzzle and have the students individually or in groups or pairs work it. A time limit may or may not be given. If it is a new activity, an example should be given. 3. Correct the crossword puzzle as a class, with students correcting their own puzzles. Or have students exchange papers to correct. 4. Students can be called on to spell the answers.
Variation	• This activity can be done with any group of vocabulary words: food, house, etc.



ANSWERS

ACROSS

3	Umbrella
4	Skirt
5	Glasses
7	Coat
9	Jeans
10	Ring
13	Underpants
15	Boots
17	Belt
18	Shirt
19	Watch

DOWN

1	Dress
2	Tie
4	Sweater
6	Socks
8	Raincoat
11	Wallet
12	Pants
14	Shoes
16	Suit

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	2.1 COMPETENCY: Clothing LEVEL: D, E GENERAL TECHNIQUE:

Estimated time	1/2 hour
Purpose	To provide practice with clothing vocabulary
Materials	A decoding sheet for each student, pair or group of students
Directions	1. This activity assumes that the vocabulary items for clothing have been presented. Pass out a decoding sheet to each student, pair or group of students. If this is a new activity, do a sample item. 2. Instruct the students to decode the words. 3. Students can correct their own papers or papers can be exchanged. 4. Students are asked to spell the answers.

Decoding Sheet

CLOTHING

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	24	26

1. 19 8 9 18 20 _____ _____ _____ _____ _____

2. 16 1 14 20 19 _____ _____ _____ _____ _____

3. 19 15 3 11 19 _____ _____ _____ _____ _____

4. 10 5 1 14 19 _____ _____ _____ _____ _____

5. 19 23 5 1 20 5 18 ___ ___ ___ ___ ___ ___ ___

6. 19 1 14 4 1 12 19 ___ ___ ___ ___ ___ ___ ___

7. 4 18 5 19 19 ___ ___ ___ ___ ___

8. 3 15 1 20 ___ ___ ___ ___

9. 19 11 9 18 20 ___ ___ ___ ___ ___

10. 3 12 15 20 8 9 14 7

___ ___ ___ ___ ___ ___ ___ ___

Answers:

1. shirt
2. pants
3. socks
4. jeans
5. sweater
6. sandals
7. dress
8. coat
9. skirt
10. clothing

Variations

- This can be done with sight words, days of the week, months of the year, emergency words, food vocabulary, etc.
- This can be done with sentences, too.

SUGGESTED BY: International Catholic Migration Commission	2.1 **COMPETENCY:** Describe clothing needs **LEVEL:** C **GENERAL TECHNIQUE:**

Estimated time 1/2 hour

Purpose To practice the vocabulary of clothing

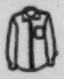
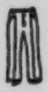
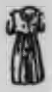
Materials Clothing items for men and women; flash cards with the vocabulary for the items written on them

Directions

1. Put the flascards on the brand and the clothing items on a table in front of the class.
2. Call on students to match the clothing item with the work.

Variations

- Scramble the words and clothing items and ask the students to match words and items.
- As a follow up, prepare a worksheet on which the students will match columns of words and pictures. For example,

Column A	Column B
1. pants	
2. shirt	
3. dress	

- This activity can be done with any category of vocabulary words: food, house, etc.

3.1

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Describe housing needs LEVEL: B, D GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: What do you want?
B: I want an apartment.
A: How many bedrooms do you need?
B: Two.

2. A: I'm looking for a house.
B: How many rooms do you need?
A: Three bedrooms, a living room, a dining room, a kitchen, and a bathroom.
B: That's a big house.
A: I have a big family.

3. A; What furniture do you need?
B: I need a sofa and two beds.
A: Do you need a stove?
B: No, but I need a refrigerator.

D:

Dialogue #

4. A: I need a place to live.
B: What kind of house do you want?
A: I want a two-bedroom apartment.
B: What furniture do you need?
A: I have beds and a table, but I need a sofa, chairs and a dresser.
B: Do you need any appliances?
A: Yes, I need a stove and a refrigerator.

5. A: I'm looking for a house.
B: What kind of house do you want?
A: Not too big. A duplex is OK.
B: How many bedrooms do you want?
A: Two bedrooms---one for the kids and one for us.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	3.2 COMPETENCY: Locate facilities within housing LEVEL: B, D GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Here's your new apartment.
   B: It's very nice. Where's the laundry?
   A: It's in the basement.

D:

Dialogue #

2. A: This is a nice apartment.
   B: I'm glad you like it.
   A: Where's the laundry?
   B: It's in the basement.
   A: Is there an elevator?
   B: No, you have to use the stairs.

3. A: May I see the apartment?
   B: Sure.
   A: Is it furnished?
   B: It has a sofa, a chair, and two beds.
   A: Where's the fire escape?
   B: At the end of the hall.

SUGGESTED BY

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY	4.1 Describe food needs
LEVEL	B, C, D
GENERAL TECHNIQUE	Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

4. A: Are you hungry?
B: Yes, I am.
A: What do you want?
B: An apple.

5. A: Are you hungry?
B: No, I'm not.
A: Are you thirsty?
B: Yes, I am.

6. A: I'm hungry.
B: What do you want to eat?
A: I want an apple.
B: Red or green?
A: Red, please.
B: Here.

7. A: I'm hungry.
B: What do you want?
A: Some fruit.
B: An apple or a banana?
A: An apple.
B: Here you are.

8. A: I'm thirsty.
B: What do you want to drink?
A: Some coffee, please.
B: With milk and sugar?
A: No, black.

9. A: I'm hungry.
B: Do you want a sandwich?
A: Yes, please.
B: Here you are.

10. A: I'm thirsty.
B: Do you want some tea?
A: Yes, please.
B: Hot or cold?
A: Hot.
B: Here you are.

C:

Dialogue #

11. A: Are you hungry?
B: Yes, I am.
A: Have an apple.
B: Thanks.

12. A: Are you thirsty?
B: Yes, I am.
A: Have some juice.
B: Thanks.

13. A: Have a banana.
B: No, thanks. I'm not hungry.
A: Would you like some juice?
B: Yes, please.

14. A: Have some juice.
B: No, thanks. I'm not thirsty.
A: Would you like a sandwich?
B: No, thanks. I'm not hungry, either.

15. A: I'm hungry.
B: Me, too. Let's eat. What do you want?
A: Some fruit?
B: Do you want a banana?
A: Yes, please.
B: Here you are. I want an orange.

D:

16. A: Are you hungry?
B: Yes, I am. I'm thirsty, too.
A: What do you want to eat?
B: I want a bowl of noodles.
A: That sounds good. What do you want to drink?
B: Some Coke.
A: Me, too.

SUGGESTED BY: International Catholic Migration Commission	COMPETENCY: Describe food needs LEVEL: C, D, E GENERAL TECHNIQUE:

Estimated time	1 hour
Purpose	To practice food vocabulary
Materials	A copy of the food anagram below for each student or for each pair or group of students
Directions	1. This activity assumes that food vocabulary has been taught. 2. Pass out the anagram and have the students individually or in groups or pairs work it. If it is a new activity, an example should be given. 3. Correct the anagram as a class with students correcting their own anagrams. Or have students exchange papers to correct. 4. Students can be called on to spell the answers.

A	P	P	L	E	C	W	Y
T	M	S	F	I	H	J	N
E	B	U	T	T	E	R	U
A	E	G	O	M	E	A	T
F	A	A	N	B	S	D	S
I	N	R	I	C	E	G	G
S	S	T	O	M	A	T	O
H	M	A	N	G	O	I	L

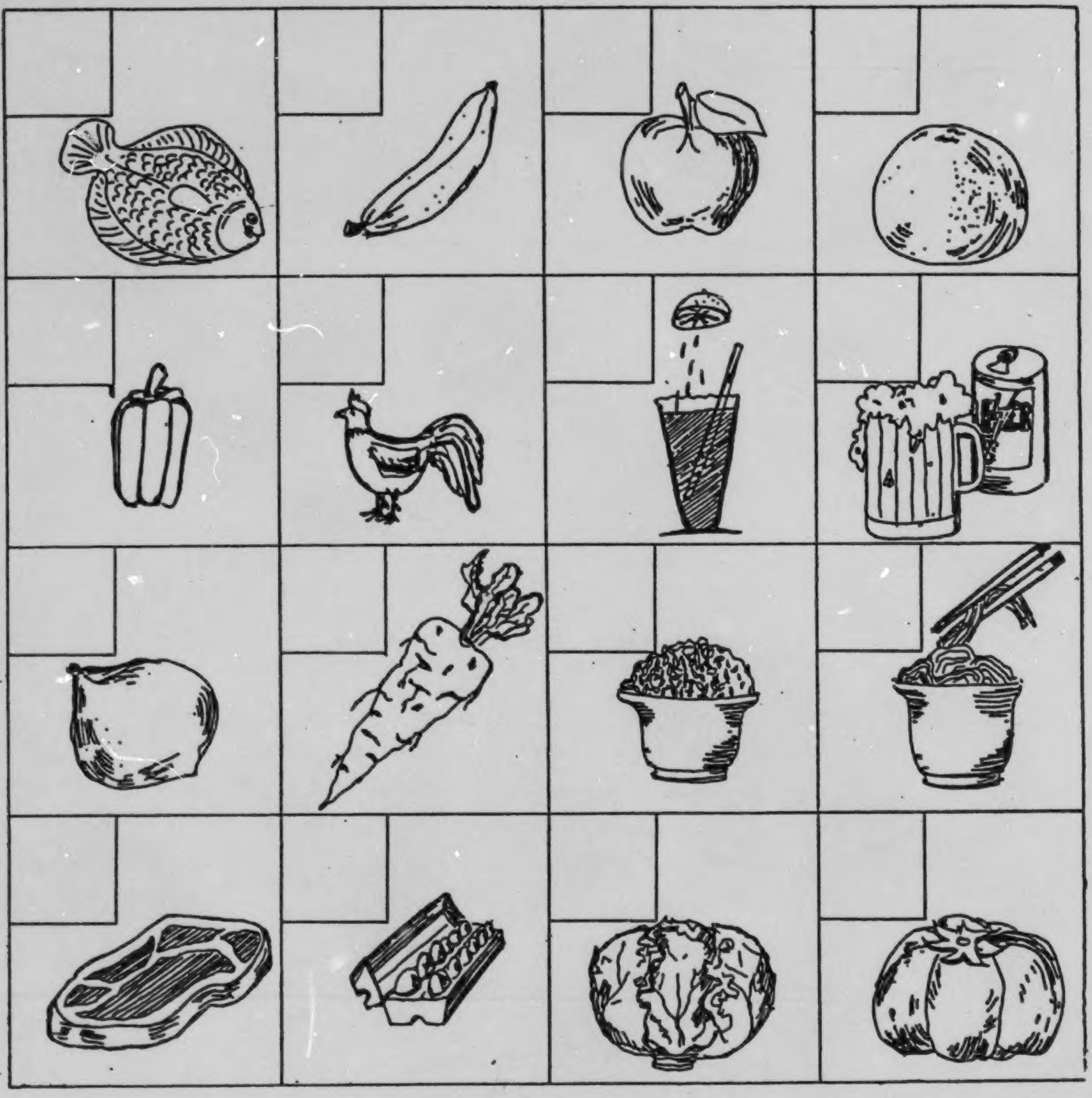
Answers : apple cheese butter meat fish nuts tomato

rice egg beans sugar onion mango

oil tea

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	4.1, 4.2 **COMPETENCY:** Food **LEVEL:** C **GENERAL TECHNIQUE:**

Estimated time	1/2 hour
Purpose	To practice recognition/production of food vocabulary
Materials	A worksheet for each student in the class; a large version of the sheet on the board or a sheet of paper
Directions	1. This is a review sheet for food vocabulary. If this is a new activity for the class, the teacher should demonstrate what to do. The student must place the number of the food item in the correct picture. Number 1 goes in the picture with the chicken, etc. 2. The teacher should circulate to see that everyone is doing the activity correctly. Students may work alone, or be assigned in pairs or groups. 3. The students may correct their own sheets or exchange papers. Students volunteer to come up and place the correct answers on the sheet in front of the class. Students may be asked to spell the vocabulary word.
Variation	• This can be done to review any set of vocabulary words.



1) Chicken
2) Apple
3) Fish
4) Rice
5) Cabbage
6) Eggs
7) Juice
8) Pork
9) Noodles
10) Tomato
11) Beer
12) Green pepper
13) Lemon
14) Orange
15) Corrot
16) Banana

4.2

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY:	Describe food preferences
LEVEL:	B, C, D
GENERAL TECHNIQUE:	Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the techniques, written dialogues.

B:

Dialogue #

1. A: I'm hungry.
   B: Do you want an apple?
   A: No, thanks. I don't like apples.
   B: Do you like bananas?
   A: Yes.
   B: Here you are.
   A: Thank you.

2. A: I'm hungry.
   B: Do you want some cheese?
   A: No, thanks. I don't like cheese.
   B: What do you like?
   A: I like chicken.
   B: OK. Here's a chicken sandwich.
   A: Thank you.

3. A: I'm thirsty.
   B: Do you want some Coke?
   A: No, thanks. I don't like Coke.
   B: What do you like?
   A: I like tea.

4. A: Do you like fish?
   B: Yes, I do.
   A: Do you want some?
   B: Yes, please.

5. A: Do you like apples?
   B: Yes, I like apples very much.
   A: Do you want one?
   B: No, thanks. I'm not hungry.

C:

Dialogue #

3. A: I'm thirsty.
B: Do you want some Coke?
A: No, thanks. I don't like Coke.
B: What do you like?
A: I like tea.

3X. B: I'm sorry. I don't have any tea.
How about some coffee?
A: Yes, please.
B: Here you are.
A: Thank you.

D:

Dialogue #

4. A: May I have some Coke?
B: I'm sorry. I don't have any Coke.
How about some milk?
A: I don't like milk. Do you have any juice?
B: Do you like orange juice?
A: Yes. That's fine.
B: Here you are.
A: Thank you.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	4.2, 4.3 **COMPETENCY:** Describe food preferences, select and pay for food **LEVEL:** All **GENERAL TECHNIQUE:** Rejoinder drills

Estimated Time

Varies with level

Purpose

To practice appropriate responses to:

What (do) you like to eat/drink?
(would)

OR

What do you want to buy?

To practice asking the price of and paying for food.

Materials

Pictures of food or food containers, plastic food or actual food, containers of food; play money or real money.

Directions

1. The teacher shows a representation of food or the actual food item and teaches the names, if not already known.

2. The students are arranged in a circle and given a representation of a food item or the actual item and play or real money.

3. The teacher asks one student, "What would you like to eat/drink?" and invites the student to choose an item that someone in the group has. The student picks an item and responds with "I'd like a banana." The student having the item gives it to the student requesting it. This step is practiced as many times as is needed for mastery.

4. The teacher "steps out" and the students ask one another, "What would you like?" The students respond to one another.

5. The teacher enters the circle again, placing a price tag on each food item. S/he asks the student "What do you want to buy?" The student chooses an item and responds with, "I'd like to buy milk. "How much is it?" The reply and item are given and the student either gives the appropriate amount of money or receives change.

6. After sufficient practice the teacher steps out. and the students continue.

Note

For lower level classes:

Work first with only items of food and then in a subsequent lesson introduce containers of food using this technique. Do not mix the two if the vocabulary is being introduced for the first time. Give the students time to master one thing at a time before mixing the categories.

4.3

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY:	Select and pay for food within a setting familiar to a Southeast Asia Refugee
LEVEL:	B, D
GENERAL TECHNIQUE:	Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: How much is this?
B: It's 49 cents.
A: Here you are.
B: Thank you.

2. A: How much are oranges?
B: They're 15 cents each.
A: I want three.
B: That's 45 cents, please.
A: Here's 50 cents.
B: Here's your change.

3. A: How much are these?
B: They're 33 cents each.
A: Give me three, please.
B: That's 99 cents.

D:

Dialogue #

4. A: I need some oranges. How much are they?
B: Large oranges are 15 cents each. Small ones are 10 cents each.
A: I want three large ones, please.
B: Here you are. That's 45 cents.
A: Here's a dollar.
B: Thank you. Here's your change.

5.1

SUGGESTED BY:

The Experiment in International
Living/Save the Children
Federation

COMPETENCY: Explain medical problems, i.e. symptoms, illnesses, injuries

LEVEL: E

GENERAL TECHNIQUE:

Estimated Time 45 minutes

Purpose To practice asking/answering questions about medical problems

Materials About ten cards on which are written medical problems; cards on which are written the names of the groups (Optional)

Directions

1. Questions such as the following should be taught/reviewed.

   How are you feeling?

   Where does it hurt?

   Is it a contagious illness?

   Should you be in the hospital?

   How long have you been sick?

   What should you take?

   Should you go to the dentist?

   Should you go to an eye specialist?

   Should you go to a neurologist?

These are only suggested questions. The students can ask their own questions as well.

2. The students are divided into four or more groups. Each group can have a name and name card. (Optional)

3. One group comes to the front of the class. The teacher gives the group one of the cards on which the name of a medical problem is written.

4. The other groups try to guess the name of the medical problem by asking the questions they have gone over in Step 1. The group in front of the class responds by giving short answers to the questions, thereby prompting more questions.

5. The team that guesses the medical problem the quickest is the winner. The winning team then replaces the team in front of the room.

5.1

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Explain medical problem LEVEL: B, C, D GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: What's the matter?
B: My arm hurts.
A: Where does it hurt?
B: Here.

2. A: How do you feel?
B: I'm sick.
A: What's the matter?
B: I have a cold.

3. A: What's the matter?
B: I'm sick. I need a doctor.
A: OK. I'll call one. Please lie still.

C:

Dialogue #

4. A: What's the matter?
B: I feel sick.
A: Do you have a fever?
B: I think so.
A: Let me see.

D:

Dialogue #

5. A: What's the matter?
B: My shoulder hurts.
A: Too bad. What happened?
B: I fell on the ice.

6. A: Good morning. How are you today?
B: I'm OK, but my tooth hurts.
A: Let me see. Which one?
B: Right here. On top.
A: Yes. I think you have a cavity.
B: What will you do?
A: Well, I have to fill it. It's not too serious.

7. A: What's the matter?
B: My stomach hurts.
A: Where does it hurt?
B: Here.
A: When did the pain start?
B: This morning.
A: Does it hurt when I touch it?
B: YES!

5.1

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Explain medical problems, i.e., symptoms, illnesses, injuries

LEVEL: D (can be adapted for lower levels)

GENERAL TECHNIQUE: Oral dialogues and role play

Estimated Time 1 1/2 hours

Purpose To practice identification of medical problems

Materials Signs "doctor," "hospital," "clinic"; pictures showing people with different medical problems

Directions

1. Review parts of the body by asking a volunteer to draw a body on the board and by asking other students to label parts of the body.

2. Review previously learned medical problems. For example,

   headache
   stomachache
   backache
   earache
   toothache
   sore foot
   sore arm
   sore throat

3. The teacher asks the students to state the names of the medical problems in a series of pictures s/he shows to the class.

4. The teachers and students practice the following dialogue together:

   A: What's the matter?/What's wrong?/What's the problem?/ How do you feel today?

   B: I have ____________________.

   A: How long have you had ______________?

   B: Two weeks. (Or some length of time)

5. The teacher asks three to four students to act as doctors. S/he puts the signs "doctor," "hospital," "clinic" on their desks.

6. The teacher hands out the picture with the medical problems to the rest of the class.

	7. The students role play doctor and patient using the dialogue in Step 4.
	8. The teacher circulates about the room giving encouragement and corrections.
	9. The teacher asks students to exchange pictures or roles.
Variation	• The teacher may want to write the dialogue on the blackboard to help the students' recall before they are asked to act out the lines.
Note	For lower level classes: The number of ways the question is asked in the first line of the dialogue should be limited as should the number of medical problems in the activity. Instead of the third line, the "doctor" may point to a calendar/clock and say "Sick one day?" or "How long?"

SUGGESTED BY:

International Catholic Migration Commission

5.2

COMPETENCY: Get medical help

LEVEL: C

GENERAL TECHNIQUE: Notes: Rods

Estimated time

45 minutes

Purpose

To practice asking for giving directions to secure medical help

Materials

Rods, labels for the rods

Directions

1. The following is the dialogue used with this activity:

A: Excuse me. (Where is the hospital?
(How can I get to the hospital?

B: Go three blocks. Turn left at the corner.
It's beside the post office.

A: Thank you.

B: You're welcome.

As well, other direction expressions should have been presented:

Turn right.
On the corner of ______ and ________.
At ____address____ .

Vocabulary such as "drugstore" and "clinic" should have been presented.

2. Construct a map with streets, corners, blocks, buildings represented by rods. Tape the names of buildings, streets, etc. on the rods. Choose two rods and assign them names. Have them "talk" and move through the above dialogue.

3. Have students move the rods through the dialogue.

4. Substitute other words in the first line; "clinic," "drugstore." Have other students perform the dialogue and move the rods.

5. Change the map or have the students change it. Repeat the activity with a new map.

Variation	• After the class has seen and practiced the dialogue and rod activity, the class can be divided into groups. Each group can be given rods and labels and instructed to make a map. They would then repeat the activity. The teacher can circulate, giving help where necessary.

5.2

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Getting medical help

LEVEL: B, C, D, E

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Dr. Gray's office.
B: Hello. This is Larry Zelinski. Can I make an appointment.
A: Can you come on Tuesday at 3:00?
B: Yes, I can. Thank you.
A: See you then. Good-bye.
B: Good-bye.

2. A: Help! Emergency! Where's the hospital?
B: It's on First Street.
A: How far?
B: About five minutes by car.
A: Thank you.

3. A: Help! My wife is sick. Please call an ambulance.
B: OK. What's your name?
A: Ken Dawson.
B: What's your address?
A: 742 Elm Lane.
B: OK. Wait there.
A: Thank you.

4. A: Where's the emergency room?
B: Over there. What's the matter?
A: I cut my finger.
B: Please wait there.

5. A: I need a doctor.
B: What's the matter?
A: My son cut his arm.
B: Is it serious?
A: Yes, it is.

C:

Dialogue #

6. A: I want to see the doctor.
B: Do you have an appointment?
A: No, this is an emergency.
B: What's the matter?
A: My stomach hurts very much.
B: Please come this way.

D:

Dialogue #

7. A: I want to see the doctor.
B: Do you have an appointment?
A: Yes, I do. At three o'clock.
B: What's your name?
A: Larry Zelinski.
B: Yes, Mr. Zelinski. Please take a seat.
The doctor will see you in a few minutes.

8. A: Operator.
B: Help! Ambulance! My son is sick.
A: One moment. I'll connect you.
C: Police Department.
B: Help! Ambulance! My son is sick.
C: What's the matter?
B: Very high fever.
C: Where are you?
B: 1833 Seventh Street.
A: What is your name, please?
B: John Doe.
C: The ambulance will come immediately.
B: Thank you. Good-bye.
C: Good-bye.

E:

Dialogue #

9. A: Dr. Brown's office.
B: This is Sovann Tha. I need an appointment
A: Yes. How about next Monday?
B: Can I come today? My stomach hurts.
I feel terrible.

A: The doctor's very busy today, but come about 2:30. I think she can see you.
B: OK, I'll come then.
A: Good. See you this afternoon, then, Mr. Tha.
B: Thank you. Good-bye.
A: Good-bye.

10. A: Operator.
B: This is an emergency. I need the police.
A: One moment, please.
C: Police Department.
B: This is an emergency. Please send an ambulance.
C: What happened?
B: My daughter fell. Her head is bleeding.
C: Give me your name and address, please.
B: George Allen. 614 Pine Street Apartment 4A.
C: What's the phone number?
B: 347-6952. Please hurry.
C: We'll send the ambulance immediately.
B: Thank you. Good-bye.
C: Good-bye.

SUGGESTED BY: Center for Applied Linguistics	5.2, 13.1 COMPETENCY: Medical help and job: appointment LEVEL: All GENERAL TECHNIQUE: Oral and written dialogues

Estimated time: Varied according to level

Purpose: To practice making appointments '
To insure understanding of time periods

Materials: A two month calendar, either on a large sheet or drawn on the board

Directions:

1. The teacher points out on the calendar the following time periods:

    this week
    this month
    next week
    next month
    in ____ weeks/months
    on Friday
    next Monday
    on the (10th)
    on the (21st) of this/next month

The teacher can place a moveable star on the correct day/date or cover over with a piece of paper an extended period of time.

2. The following dialogue is practiced on two telephones in front of the class:

    A: Hello.
    B: Hello. I'd like to make an appointment.
    A: Can you come ____________?

3. The student is then asked to verify the correct time for the appointment by pointing it out on the calendar.

Note: For higher levels the dialogue can be expanded or "free" conversation permitted.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	6.1 **COMPETENCY:** Locate means of transportation **LEVEL:** B, C, D **GENERAL TECHNIQUE:** Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Where's the bus stop?
B: Where are you going?
A: Downtown.
B: On the corner.

2. A: Which bus goes to Westgate, please?
B: Number 8.
A: Where's the bus stop?
B: Over there.

3. A: Does bus number 8 stop here?
B: No, it doesn't.
A: Where does it stop?
B: Around the corner.

4. A: Does bus number 8 stop here?
B: Yes, it does.
A: When's the next bus?
B: Tomorrow morning.

5. A: When's the next bus to Sundale?
B: Eleven o'clock.
A: Where does it stop?
B: On Second Street.

6. A: Where's the bus station?
B: On Ash Road.
A: Where's that?
B: That way.

C:

Dialogue #

7. A: Does the downtown bus stop here?
B: No, it stops over there.
A: When's the next bus?
B: I don't know. Look at the schedule.

8. A: When's the next bus to Lakeview?
B: Ten o'clock.
A: What time is it now?
B: Nine-fifteen.
A: Oh, dear! I'll be late!
B: Take a taxi.
A: I will.

D:

Dialogue #

9. A: Please send a taxi to 911 Sixth Avenue.
B: Where are you going?
A: To Central High School.
B: OK. Right away.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

6.2

COMPETENCY: Locate a place/directions

LEVEL: All

GENERAL TECHNIQUE: Direction drills

Estimated Time

15 - 30 minutes

Purpose

To respond appropriately to directions regarding place

Materials

Obstacles, such as chains, wastepaper baskets, people, desks, etc.

Directions

1. The teacher demonstrates phrases such as:

   Go straight ahead.
   Turn left.
   Turn right.
   Stop.

2. An obstacle course is set up with anything that would block a straight path. (This activity can be called "Airport Obstacle Course." In this case the obstacle course becomes the "runway.")

3. The students stand at the end of the obstacle course. They are blindfolded.

4. The teacher, and then eventually the students themselves, direct a blindfolded student ("airplane") down the course with the directions. "Stop" is an essential command in this game.

Variations

- This game can be played as competition with two teams trying to get their "airplanes" down the "runway" as quickly as possible.

  Additional language can be practiced with directions such as, "Take four steps and then turn left."

7.1

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY:	Describe work experience
LEVEL:	B, D
GENERAL TECHNIQUE:	Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogue. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Good morning.
B: Good morning, My name is Akio Matsui. I need a job.
A: Do you have a job now?
B: No, not yet.
A: Where are you from Mr. Matsui?
B: I'm from Japan.
A: What did you do in Japan?
B: I was a farmer.

2. A: Good afternoon.
B: Good afternoon.
A: I want a job.
B: Do you have a job now?
A: Yes, I'm a clerk.
B: What do you do as a clerk?
A: I file papers.

3. A: Where did you work in Burma?
B: In a jewelry shop.
A: What was your job?
B: I was a jeweller.
A: What did you do?
B: I made necklaces.

4. A: Did you work in India?
B: Yes, I was a farmer.
A: How long were you a farmer?
B: For three years.
A: When?
B: From 1971 to 1974.

D:

Dialogue #

5. A: Where did you work in Burma?
   B: In a jewelry shop.
   A: Was it your own shop?
   B: No. I worked for my uncle.

6. A: What's your present job?
   B: I'm a factory worker.
   A: Where?
   B: At Union Steel.
   A: What was your last job?
   B: Do you mean before Union Steel?
   A: That's right.
   B: I was a farmer.
   A: Where?
   B: In Laos.

7.2

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Describe skills LEVEL: B GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Can you cook?
   B: Yes, I can. Why?
   A: I'm hungry.
   B: Sorry. I'm busy.

2. A: Can you play the guitar?
   B: No, I can't. Why?
   A: I like music.
   B: I do, too. I can sing.

3. A: Can you speak French?
   B: Yes, I can.
   A: Can you speak Chinese?
   B: No, but I can read it.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

7.3

COMPETENCY: Describe educational background

LEVEL: B, D

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time

Varies according to the level of the students and the nature of the dialogue

Purpose

To practice utterances and responses appropriate and natural to the competency

Directions

See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Did you go to school in Japan?
B: Yes.
A: How long?
B: Five years.
A: When?
B: From 1963 to 1968.
A: Where?
B: In Tokyo.

2. A: Did you have a job in Tibet?
B: No. I was a student.
A: What did you study?
B: Medicine.

D:

Dialogue #

3. A: What school did you go to?
B: High school.
A: Did you graduate?
B: No. I completed 2 years.
A: What did you study?
B: Chemistry.

SUGGESTED BY:

International Catholic Migration Commission

7.3

COMPETENCY:	Describe educational background
LEVEL:	C
GENERAL TECHNIQUE:	Direction drills

Estimated time	1 hour
Purpose	To practice filling in a form for a job which includes educational background
Materials	Three or more forms on large sheets of paper; individual forms for the class (See sample)
Directions	See General Techniques: Direction Drills

1. The teacher places one of the forms on a large sheet of paper on the board and does a Direction Drill using the following:
    1. Write today's date on the first line.
    2. Fill in your name and address.
    3. Check the correct box for sex.
    4. Write in your nationality.
    5. Fill in age and date of birth.
    6. Fill in educational background.
    7. Write in languages spoken.
    8. Sign your name clearly at the bottom.
2. Then the teachers asks three more students to come to the front of the room and fill out large forms while the individual forms are handed to the rest of the students in their places.
3. The directions are repeated by the teacher.
4. The teacher and class then check the work of the students in front of the class.
5. Individual forms can be corrected by the students individually or in pairs or the teacher can collect them and go over them herself/himself.

Variation

- The form can include spaces for any information that the teacher wishes, e.g., work experience, skills, boxes for job preference, etc.

Note

The students do not need to learn how to give these directions, only follow them. Therefore, they do not have to practice saying #1-9.

SAMPLE FORM:

Date

Name: First Last Middle

Address: No. Street City

State ZIP Code

Sex: M ☐ F ☐ Nationality:

Age: Date of Birth:

EDUCATION:

School	Place/Location	Year

Languages Spoken:

Signature

SUGGESTED BY: The Experiment in International Living/Save the Children Federation	7.1, 7.2, 7.3 COMPETENCY: Describe work experience skills, educational background LEVEL: D (can be adapted to all levels) GENERAL TECHNIQUE: Concentric circle drills

Estimated Time	1/2 hour
Purpose	To ask/answer questions about jobs, skills, experience
Material	Blackboard
Procedure	See Concentric Circle Drills in General Techniques for a description of procedure

1. Some suggested questions for this activity are:

Did you have a job in (Cambodia
(Vietnam ?
(Laos

What did you do in (Vietnam
(Cambodia ?
(Laos

Where did you work in (Cambodia
(Vietnam ?
(Laos

When did you (work in (Vietnam
(study (Cambodia ?
(Laos

How long did you (work ?
(study

What did you do in your job?

What did you study?

What can you do?

What languages can you speak?

Did you go to school in (Cambodia
(Vietnam ?
(Laos

How many years did you go to school?

Where did you go to school?

What grade did you finish?

Variation

- After five or six questions the teacher may erase one sentence, starting with the first each time a new question is added.

What we like about this activity:

The students become so involved in this activity that they forget about speaking in their own language. There is a lot of peer correction taking place which is also in English. Because the questions and answers are repeated many times, the students gain confidence and speak more naturally and easily, and having a new partner each time keeps their interest although the questions are the same. After the first time two or three questions, the students are very relaxed and begin greeting each other in English before moving to the list of questions.

8.1

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Locate food items LEVEL: B, C, D GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Where's the rice?
   B: It's on aisle 2B.
   A: Where's aisle 2B?
   B: Over there.

2. A: Where are the bananas?
   B: They're in the produce section.
   A: Where's the produce section?
   B: Over there.

3. A: Where's the rice?
   B: It's above the sugar.
   A: Where's the sugar?
   B: On aisle 3A.

4. A: Where's the ice cream?
   B: It's in the freezer.
   A: Where's the freezer?
   B: It's on the last aisle.

C:

Dialogue #

5. A: Where's the sugar?
   B: It's on aisle 4.
   A: Please help me. I can't find it.
   B: OK....
   Sorry. We're out.

6. A: Where are the bananas?
B: In the produce section.
A: I can't find them. Please help me.
B: Sure.
Here they are.
A: Oh, thank you.

7. A: I can't find the fish.
B: It's in the meat section.
A: Where?
B: Between the pork and beef.

D:

Dialogue #

8. A: Where can I find the salt?
B: On aisle 9.
A: Where?
B: On the bottom shelf.

9. A: Can I help you?
B: I'm looking for the sugar.
A: Sorry, we're out.
B: When will you get more?
A: Next week.

10. A: Where are the large cans of juice?
B: What kind?
A: Orange.
B: There. Below the small cans.

11. A: Did you get the corn?
B: No, I couldn t find it.
A: It's with the canned vegetables.
B: I'll look again.

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

8.1

COMPETENCY: Locate food items in a supermarket

LEVEL: A (can be adapted for all levels)

GENERAL TECHNIQUE: Role play

Estimated Time

35 minutes

Purpose

To ask/answer questions about the location of things in a supermarket

Materials

Desks or tables and realia/representations - supermarket items

Directions

1. Arrange the desks/tables in such a way so as to form aisles in a supermarket. Put numbers on the aisles. Hide supermarket items in the desks or under the tables according to their sections.

2. The teacher gives a map of the location of items to a "manager" or "clerk" who is standing in the classroom. (There may be more than one manager/clerk.)

3. The rest of the class is outside. They are the "shoppers." They enter one by one and ask the manager/clerk about the location of items. The shopper goes and finds the items according to the directions given. For example,

   A. I want to buy __________. (Where is it?
   (Where are they?

   B. (It's
   (They're on aisle number __________.

4. After the shoppers finish shopping, they exchange places with the clerks/managers.

Variation

- Another student can be the cashier. The purchases are checked out and paid for with play or real money. All of the supermarket items must have prices on them.

   A. How much is the total?

   B. It's $ _________. (¢)

What we like about this activity:

It facilitates the students understanding the numbering of aisles and reinforces items previously taught.

It is a picture of a real supermarket. There are price labels on all items, there is a cashier, and items must be found according to the section or aisles.

During the activity the students really use English, although quite restricted to the language that has been studied.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

8.2

COMPETENCY: Select food

LEVEL: B, C, D

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time

Varies according to the level of the students and the nature of the dialogue

Purpose

To practice utterances and responses appropriate and natural to the competency

Directions

See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: How much are oranges?
   B: They're 3 for 66 cents.
   A: Give me six, please.
   B: That's $1.32.

2. A: How much is chicken?
   B: It's 64 cents a pound.
   A: I need about two pounds.
   B: OK.

3. A: Can I help you?
   B: I want two pounds of nuts.
   A: What kind?
   B: Peanuts.
   A: Here you are. Pay the cashier.

4. A: How much is this?
   B: It's 98 cents.
   A: Is there a small one?
   B: Yes. It's 64 cents.

C:

Dialogue #

5. A: How much are large eggs?
   B: 89 cents a dozen.
   A: How much are small?
   B: 69 cents.
   A: I want two dozen large.

6. A: How much is milk?
B: 99 cents a half-gallon.
A: That's too much.
B: Here's some for 79 cents.
A: That's good. I need a gallon.

7. A: How much is lettuce?
B: 39 cents a head.
A: Is it fresh?
B: Not very.
A: I don't want it.

8. A: How much is shampoo?
B: 99 cents a bottle.
A: Is there a small bottle?
B: Yes. It's 59 cents.
A: I'll take it.

D:

Dialogue #

9. A: Are large eggs on sale today?
B: Do you have a coupon?
A: Yes, I do. Where are the eggs?
B: In the dairy case. At the end.

10. A: Are these beans good?
B: Yes, but this kind is cheaper.
A: How much?
B: 15 cents a can.

8.3

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

COMPETENCY: Pay for food

LEVEL: A, B, C, D

GENERAL TECHNIQUE: Role play

Estimated Time

1 hour

Purpose

To ask/answer questions about the prices of food items

To compute a food bill

Materials

For each group of four in the class:

Three shoppers' envelopes in which there is a set of cards indicating both the item and the quantity/quality of item purchased. Discount coupons for one or two items can also be included. One cashier's envelope with a set of cards including all of the items with the same information as found in the three shoppers' envelopes. As well prices are given on the cashier's cards.

Directions

1. The class is divided into groups of four.
2. In each group, three people receive shopper's envelopes, and one receives a cashier's envelope.
3. Shopper #1 asks the cashier,

   How much is/are a/the ___________?
4. The cashier answers,

   It's/They're $ ___________. (¢)

   The cashier gives only the unit price as printed on the set of cards. If a shopper is buying more than one item, the computation is to be done by the shopper.
5. The shopper writes down the price of the item on the front of his/her envelope computing when necessary, based on the quantity/quality being bought as stated on the card. If any other shopper has the same item on a card, they also pay attention and record the correct price for their purchase.

	6. Each of the other shoppers then takes his/her turn role playing with the cashier.
	7. If shoppers have discount coupons, they lower the price on those items by the amounts of the coupons.
	8. The activity is finished when all three shoppers have computed their food bill and the teacher has checked it.
Variation	• Play/real money can be included in the envelope. The final step would then be for each shopper to conclude whether s/he has enough money to pay the bill or not.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	8.3 COMPETENCY: Pay for food LEVEL: B, D GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time Varies according to the level of the students and the nature of the dialogue

Purpose To practice utterances and responses appropriate and natural to the competency

Directions See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Twenty-three nineteen, please.
B: How much?
A: Twenty-three dollars and nineteen cents.
B: Here's twenty-five dollars.
A: Here's your change.

D:

Dialogue #

1. A: Twenty-three nineteen, please.
B: How much?
A: Twenty-three dollars and nineteen cents.
B: Here's twenty-five dollars.
A: Here's your change.

1X. A: Twenty-three nineteen, twenty, twenty-five, fifty, seventy-five, twenty-four dollars, and one is twenty-five.
B: Thank you.
A: Have a nice day.

2. A: I have a coupon for Bluebell Oil.
B: Did you buy the oil?
A: Yes, it's in the bag.
B: OK. That's twenty-five cents off.

3. A: That's #35.28, please.
B: Do you take checks?
A: Yes, if you have ID.
B: Here's my driver's license.

8.4

SUGGESTED BY:

The Consortium
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Locate places to buy food

LEVEL: B, C, D

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time Varies according to the level of the students and the nature of the dialogue

Purpose To practice utterances and responses appropriate and natural to the competency

Directions See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Is Foodmart still open?
B: What time is it?
A: It's seven-thirty.
B: No. It closes at seven.

2. A: Where's Superfood?
B: It's on the corner of Maple and Franklin.
A: Is it far?
B: About ten minutes by car.

3. A: What time does Foodmart open?
B: 9:00.
A: Where can I get milk tomorrow at seven?
B: Watson's is open all night.

4. A: I need some lettuce and tomatoes.
B: Vegetables are very fresh at Farmer's Market.
A: That's too far.
B: Then try Foodmart.

5. C: Lim's Market.
A: What time are you open?
C: Nine to six.
A: Are you open on Sunday?
C: No, we're not.

C:

Dialogue #

6. A: Is there an oriental store in town?
B: Yes. It's on Franklin and Leith.
A: When's it open?
B: I don't know. Call and see.

7. C: Lim's Market.
A: What time are you open?
C: Nine to six.
A: Are you open on Sunday?
C: No, we're not.

8. A: I'm ready! Let's go.
B: It's too late.
A: What do you mean?
B: It's eight o'clock. Superfood's closed.

9. A: Where's the nearest store?
B: What do you need?
A: Not much. Just some coffee and bread.
B: 7-11 is on the corner, but it's expensive.

D:

Dialogue #

10. A: Do you need coffee this week?
B: Yes, I do. Why?
A: It's on sale at Superfood. Here's a coupon---$1.00 off.
B: Save it. What else is on sale?
A: Lots of things.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

9.1

COMPETENCY: Recognize common entry-level jobs

LEVEL: B, C

GENERAL TECHNIQUE:

Estimated time

1 hour

Purpose

To identify the names of common entry level of jobs

Materials

Pictures of various entry-level jobs; with jobs written on them, one job to a card

Directions

1. The teacher shows pictures of various jobs and teaches/reviews their names. For example,

   Waiter
   Gardener
   Bus driver

2. The teacher pantomimes the jobs and the students guess the occupation. For example,

   Waiter - pantomime serving food
   Gardener - pantomime tending plants
   Bus driver - pantomime driving a bus

3. The teacher gives a card with an occupation on it to a student. The student acts out the occupation as his/her classmates name the occupation.

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

9.1

COMPETENCY: Recognize common entry-level jobs

LEVEL: D (can be adapted for all levels)

GENERAL TECHNIQUE:

Estimated Time	1 hour
Purpose	To teach the skills of several popular occupations that are available to the refugees
Materials	Sets of pairs of cards; in each pair the occupation is on one card and two or three skills of that occupation on another card
Directions	1. As a warm up activity the teacher pantomimes occupations, for example house painter, gardener, janitor, etc. The students gives the occupations. 2. The students then pantomime an occupation. (They may also wish to pantomime the occupation they had in their country.) 3. The class is divided into groups of five. Each group receives a set of cards consisting of 5 pairs to each group. 4. All occupation and skill cards are shuffled and placed down on the table. The first student in the group takes two cards and sees if the cards match or not. If the cards match, the student reads them out loud. For example, the student would say A mechanic fixes engines and changes flat tires. If the cards do not match, they are shown to the members of the group before the student places them face down. 5. The next student then takes a turn selecting two cards and so on until all the pairs have been matched. The teacher may want to demonstrate the whole procedure with one group before all the groups do it independently. 6. When the groups finish, they can exchange sets of cards.

Variation

- The students have only the skill cards. The teacher asks, "Who repairs engines?" The student who has the skill card replies. "A mechanic." or "A mechanic repairs engines." If the level is high, the teacher can combine two or three skills in one question. "Who repairs engines and fixes flat tires?" "A mechanic." or "A mechanic repairs engines and fixes flat tires." The students then continue the activity in groups, with the student answering, then asking the question.
- The students have only the occupation cards. Again, the teacher models, "What does a mechanic do?" The student who has the card responds with the appropriate answer. The students then continue the activity in groups with the student answering then asking the question.

What we like about this activity:

This activity is student-centered. The students do most of the talking in the classroom rather than the teacher. The teacher only needs to model a part of the whole activity and then is free to walk around checking the activity. Furthermore, there is a lot of fun here since it is performed as a game.

SUGGESTED BY:

International Catholic Migration Commission

9.2

COMPETENCY: Indicate job preferences

LEVEL: B, D

GENERAL TECHNIQUE: Oral and written dialogues

Estimated time

Varies according to the level of the students and the nature of the dialogue

Purpose

To practice utterances and responses appropriate and natural to the competency

Directions

See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique written dialogues.

B:

Dialogue #

1. A: Good morning.

   B: Good morning, can I help you?

   A: I want a job.

   B: What job do you want?/What kind of job do you want?

   A: I want to be a waiter.

D:

Dialogue #

2. A: Where do you want to work?

   B: In an office.

   A: What can you do? / What do you like to do?

   B: File and type.

   A: O.K. Please come back tomorrow at 9:00.

   B: Thank you.

Note

Substitutions can be made for the underlined portions.

SUGGESTED BY: The Experiment in International Living/Save the Children Federation	10.1 COMPETENCY: Addressing envelopes, writing letters LEVEL: E GENERAL TECHNIQUE:

Estimated Time	1 1/2 hours
Purpose	To practice addressing envelopes and reading and writing letters To express a problem in writing To express a solution in writing (When doing the last two, the student will be using problem solving skills.)
Materials	Envelopes
Directions	1. Each student writes a letter to Paula Boone for the "Paula Boone Program" on radio or TV station WABC, expressing any kind of problem. As well they ask for suggestions or possible for solutions. It is suggested that students not use their real names and address, but create new ones. This will enable them to be more relaxed, freer about the whole exercise. 2. The students then fold the letters, put them in envelopes and address them Paula Boone Program WABC 100 Park Avenue New York, N.Y. 10016 3. The students are then divided into two groups. 4. The letters of the first group are collected, then given to the second, and vice versa. It is recommended that all the letters be mixed up before they are handed out, so that students have no idea whose letters they are going to answer. 5. Each student becomes "Paula Boone" and writes a solution to the problem they have been given. 6. Each student reads the problem and then the solution and suggestion offered. One from the first group can read, then one from the second, etc.

SUGGESTED BY:

Lutheran Immigration and Refugee Service/American Council for Nationalities Service

10.2, 10.3

COMPETENCY: Buy items in the post office, locate different mail slots

LEVEL: D

GENERAL TECHNIQUE: Direction drills, Oral dialogues

Estimated Time

1 1/2 hours

Purpose

To practice buying items in the post office
To recognize the "Overseas Mail" slot
To practice checking change

Materials

Signs which read "Post Office," "Stamps," "Overseas" or "Foreign Mail;" airletters and airmail stamps for foreign mail; play/real money for change; envelopes,table

Directions

See Direction Drills, Oral Dialogues in General Techniques

1. Go to the Post Office. (Use sign "Post Office.")
2. Go the window that says "Stamps." (Use sign "Stamps.")
3. Wait in line. (Sometimes there is a long line for the "Stamps" window.)
4. Say, "Ten foreign airmail stamps and five airletters, please."
5. The clerk will say: "Ten foreign airmail stamps and ten airletters?"
6. You say: "No, five airletters!"
7. The clerk says: "Five-forty, please."
8. Give the clerk a ten dollar bill. Say, "Here you are."
9. The clerk will give you change. The clerk says: "Five-forty, fifty, six, seven, eight, nine, ten." (Teacher: teach the students about counting out change into an outstretched hand, and about adding up from the price back to the amount given.)
10. You say, "Thank you."
11. Take your stamps.
12. Put your stamps and your change in your purse or wallet.

13. Go to the table by the window. (Have a table by a window.)

14. Put the stamps on your letters. (You should provide the student with unstamped letters.)

15. Look for the mail slot.

16. You see it!

17. Go to the "Foreign Mail" (Overseas Mail) slot.

18. Drop in your letters.

19. Leave the Post Office.

Variation

- Parts of this may be cut if it is too long for the students.

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	10.1, 10.2, 10.3 COMPETENCY: Post office LEVEL: B, C, D GENERAL TECHNIQUE:

Estimated Time

2 hours - beginning
1 hour - intermediate

Purpose

To practice addressing envelopes properly
To practice selecting correct postage
To practice choosing the appropriate mail slot

Materials

Real U.S. cancelled stamps, envelopes, paper for letters, mail box with slots for "Airmail," "Local Mail," and "Out of Town." "Post Office" signs

Directions

1. The teacher has each student use paper and an envelope to write a letter to someone. Basic letter writing language and form should be taught/reviewed

2. Students are given one cancelled U.S. stamp. (They are not all for the same amount.) They are to glue the stamp on their letter.

3. Each student's letter should be checked for the correct address, return address, whether the envelope is sealed the stamp is placed correctly, etc. When the letters should be mailed by each student in the appropriate slot.

4. After the letters have been "mailed," they are collecte and then redistributed randomly. (Not back to the writers.)

5. One student is assigned to go to the board and another to read the address of the letter he has and the amount the stamp is worth. The student at the board writes the amount of postage necessary for the letter (airmail, surface, overseas, domestic) and under that figure the amount of the stamp on the envelope. The question asked is, "Is there enough postage?" Either student can give the answer. This can be done for all or one half of the letters in the class.

Variations

- Demonstrate what happens when not enough postage is put on the letter, i.e., it is returned for additional postage. For example:

  A. Have student X in the U.S. send student Y in Hongkong or somewhere else abroad a letter, with less than 40¢ postage. Have the student mail the letter to you. Take the letter, stand under the Post Office sign. Pretend to stamp the letter. Write on the board and on the letter. "Returned for additional postage." "Mail" it back to the sender. Student X should then add the proper amount of postage, and mail the letter again. This time pantomime an airplane speeding the letter to Hongkong or somewhere else abroad to happy student Y.

  B. Repeat the above, except this time do not return the letter to the student. "Take" the letter to student Y, inching your way across the classroom, and using a picture of a boat, or a sign "Surface mail." Show on a calendar that six weeks pass from time of mailing to the time student Y receives the letter. Have student Y look impatient.

- The students can recreate the above pantomiming a fast airplane or a slow boat. As well they can create their own dialogue.

- Include airletters in the activity. Show that they are cheaper. Tell them nothing can be placed inside.

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

10.1, 10.2, 10.3

COMPETENCY: Writing, addressing, mailing post cards

LEVEL: B, C, D, E

GENERAL TECHNIQUE: Direction drills and Role play

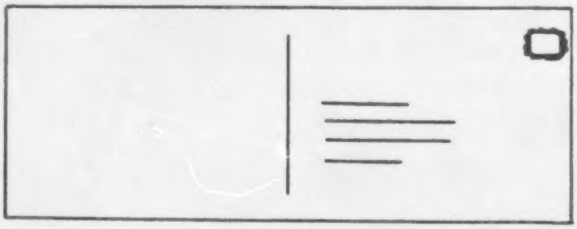
Estimated Time	2 hours
Purpose	To practice writing, addressing, mailing postcards To practice asking for/purchasing stamps
Materials	Homemade or purchased postcards, homemade or real stamps, play or real money

Directions

1. The teacher can have the class make postcards if s/he wishes.

   - Before going into class the teacher cuts large cardboard into pieces the size of a postcard, 10 cm x 15 1/2 cm or 4 inches x 6 inches.

   - The teacher draws the following on one side of each postcard.



   - Before letting the students prepare the front of the postcards by themselves, the teacher should demonstrate the following. First a colorful "postcard" type picture is cut from a magazine. It should be the same size as the cardboard. It is then glued to the front of the postcard.

2. The teacher demonstrates how to write the message and address on the blackboard. The following are sample directions.

	WHAT SHOULD BE WRITTEN?	WHERE SHOULD IT BE WRITTEN?
(1)	Date	On the left side of the postcard in top right corner.

(2) Dear, (FIRST NAME OF ADDRESSEE) - On the second line below the date, but on the left.

(3) (GREETINGS) Hello, how are you? - On the third line (below the above.)

(4) SUGGESTED CONTENTS: - Below the above.
- The weather here is terrible.
- What did you do last week?

(5) Bye, see you. - Below the above.

(6) Love, - Below the above, also on the right side.

(7) (NAME OF SENDER) - On the last line and below the above.

(8) (NAME AND ADDRESS OF ADDRESSEE) - On the right hand side of the postcard.

Students should be reminded not to sign their names illegibly but to write them clearly.

3. The students role play asking for/purchasing stamps and mailing their postcards. The following is a sample.

	STUDENT ACTION	CONVERSATION
(1)	Go into the Post Office.	- "Where can I buy stamps?"
(2)	Point to the counter that says, "STAMPS ONLY."	- "Go to that counter, please." or "Here/ Over there."
(3)	Line up to buy the stamps. Don't show the postcard to the clerk. Ask for the correct postage.	- "I need to send a postcard by LOCAL MAIL/AIR MAIL."
(4)	Pay for the stamp.	- "How much is it?" "Here you are." "Here's your change."
(5)	Get the stamp and stick it on the postcard.	- "Thank you."

(6)	Put it into the suitable mail slot (AIR MAIL slot or LOCAL MAIL slot)	- "Put it in the mailbox,"

Variations

For lower beginning students, teachers may have to let the students copy the message from a sample provided on the chalkboard.
During the practice of the dialogue with the post office clerk, teachers may have to coach the students.

For upper level students,
teachers can encourage their students to write the message by themselves. Give them some hints, such as: What did they do last weekend? How's the weather today? How do you feel today? Tell something about the picture on your postcard.

- Instead of a role play the students can write real messages and addresses and then take a field trip to the post office to mail them.

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

10.2, 10.7

COMPETENCY: Buy items in the post office, register mail

LEVEL: D (can be adapted for other levels)

GENERAL TECHNIQUE: Oral dialogues and dictation

Estimated Time

45 minutes

Purpose

To teach/review buying items and registering mail in the post office using dialogues
To strengthen listening comprehension using a selection on buying items in the post office

Materials

Blackboard

Directions

1. The teacher teaches/reviews the dialogues. The following are samples.

   Dialogue I:

   A: Have you mailed the letter yet?
   It's already the tenth of the month.
   B: No, I haven't. I'm out of stamps.
   A: Well, let's go to the post office and get some.
   b: O.K. If the windows are closed, we can use the machine in the lobby.

   Dialogue II:

   A: I want to make sure my son receives this letter. It has his high school diploma in it.
   B: You can send it either by certified mail or registered mail.
   A: Which do you recommend?
   B: If you only want to make sure it's received, send it by certified mail.
   A: O.K. How about this package?
   B: What's in it?
   A: A watch.
   B: You should insure it for the value of the watch, and send it by registered mail. It's more expensive, but it's the safest way.

2. The teacher does a dictation with the following passage.

   The Story:

   When Mrs. Park is out of stamps, she goes to the post office. If the windows are closed, she uses the machine in the lobby. Sometimes she has something important to mail. If she wants to make sure it is received, she sends it by certified mail. If it is something very expensive, she insures it. It costs a little more money, but it is the safest way.

QUESTIONS:

1. Where does Mrs. Park go to buy stamps?
2. How does she send important mail?
3. How does she send something expensive?

SUGGESTED BY:

International Catholic Migration
Commission

11.1

COMPETENCY: Follow instructions about treatment

LEVEL: B

GENERAL TECHNIQUE: Oral dialogues and Role play

Estimated time

1/2 to 1 hour

Purpose

To practice following directions, for taking medicine
To practice asking questions about taking medicine

Directions

1. The students should have already worked with the following dialogue.

Doctor : Here are your pills.

Patient : How often should I take them?

Doctor : Take two pills three times a day.

Patient : How long?

Doctor : For two days.

2. The person playing the doctor actually counts out the number of pills. They can be counted out for each day and then the total number computed.

3. Next the variables can be changed. For example in the above dialogue it could be changed to two pills three times a day for three days. It is recommended that only one variable be changed at a time.

4. The above can also be done with liquid medicines, with the obvious changes being made in the dialogue.

Variation

- In a review lesson, "How often" questions can be reintroduced, such as,

How often do you drink coffee?
How often do you go shopping?
How often do you eat bananas?

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

12.1, 12.2

COMPETENCY: Buy transportation services, the airport

LEVEL: All

GENERAL TECHNIQUE: Role play

Estimated Time

1 hour

Purpose

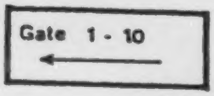
To practice buying a plane ticket and requesting information about gate, flight, time and destination

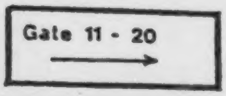
Materials

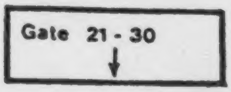
Gate signs, plane tickets

Directions

1. The teacher makes gate signs as below, with arrows pointing in different directions.







The teacher places these signs over doors or on different walls of the classroom. S/he explains to the students how to follow the signs.

2. Students roleplay buying a ticket. The students can be given a dialogue or make their own depending on level. Some sample questions are:

Where are you going?

What is the flight number?

What time is the flight?

What gate?

3. Students leave the ticket counter and must go to the correct gate sign.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

12.2

COMPETENCY: Use transportation system, the bus

LEVEL: B

GENERAL TECHNIQUE: Role play

Estimated Time

1 1/2 hours

Purpose

To practice asking the destination of a bus
To practice recognition of the sight words "BUS STOP"
To practice waiting for a bus at a bus stop

Materials

Pictures of buses or models of buses with numbers or destinations on them. Three or four "BUS STOP" signs

Directions

1. The teacher teaches/reviews

What's this?	It's a bus./A bus.
What are these?	They're buses./Buses.
Where does this bus go?	This bus goes to 4th Street./ To 4th Street.
Does this bus go to ___?	Yes/No.

The teacher/students practice the above using the pictures/models.

2. The teacher then asks three or four students to pretend to be "bus drivers," each with a different route. The rest of the students won't know the routes.

3. The rest of the students are divided into three or four groups. Each group is instructed to take a different route.

4. The teacher places the "BUS STOP" signs in different places in the room. The bus drivers are instructed only to stop at the bus stops.

5. The students from each group scatter themselves at different bus stops. As a bus comes by and stops they ask

Does this bus go to ___________?
OR
Where does this bus go?

	If it's the correct bus, the student "gets on," i.e., stands behind the driver and walks away behind him. If it's not the correct bus, the student waits at the bus stop for the next one.
Variation	• If the level is more advanced (on B level, but at a later time), the students can then practice asking, "How much is the fare?" The bus driver says the amount and the student gives the correct change in play or real money.

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	12.3 COMPETENCY: Handle emergencies LEVEL: B GENERAL TECHNIQUE: Role play

Estimated Time	1 hour
Purpose	To practice telephoning in emergencies
Materials	Telephones, flashcards with pictures depicting emergencies such as fire, robbery, various kinds of accidents
Directions	1. Teach/review the appropriate vocabulary: policeman, fire, ambulance, etc.

2. Teach/review the following:

   Dial 0 for operator or call 911 (in some places the emergency number).

   (Please) send an ambulance to ________________.
   (address)

   (Please) send a policeman to ________________.
   (address)

   There's a fire at ____________________________.
   (address)

   Emphasize the importance of stating the address clearly.

3. Using the flashcards depicting various emergencies have various students role play telephoning appropriate information for the emergencies.

SUGGESTED BY: International Catholic Migration Commission	13.1, 15.4 COMPETENCY: Employment, Clothing LEVEL: C GENERAL TECHNIQUE: Oral and written dialogues

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

C:

Dialogue #

1. A: Wow! You look pretty today.

   B: Thank you. I'm going to a job interview.

   A: I'm sure they'll give you the job.

   B: I hope so. I want to work (very hard).

2. A: Look! Did you see that one?

   B: Part-time gardener after school and on week-ends. Call Townhouse Apartments 563-7851.

   A: That's near your house. Why don't you call?

   B: I will. I need to earn some money.

3. A: Good morning. May I help you?

   B: I'm Miss Tran Thi Sam. I'd like to make an appointment for an interview.

   A: Do you have an application form?

   B: Yes.

   A: Fine. Can you come here tomorrow at 3:00 p.m.

B: Yes, I can. Thank you.

4. A: Good morning. I have an appointment with Mr. Smith at 3:00.

B: Please sit down. I'll call you.

A: Thank you.

Variation

- With these dialogues, the teacher showed several pictures of appropriately and inappropriately dressed job applicants. The students were asked to show approval or non-approval by responding "Yes" or "No" to the teacher's question, "Is this O.K.?"

Note

If the above variation is done, the pictures of appropriately/inappropriately dressed applicants should be job specific. The applicants for a secretarial job in a city would obviously dress differently than those for a farmer's helper in the countryside.

13.2

SUGGESTED BY:

International Catholic Migration Commission

COMPETENCY:	Give relevant information when applying for a job
LEVEL:	C
GENERAL TECHNIQUE:	Role play

Estimated time 1 - 1 1/2 hours

Purpose To communicate relevant information during an interview

Materials Numbers for turns

This activity assumes the language of interviewing has already been presented.

Directions

1. The classroom was used as the Employment Office. Three other off duty teachers were invited to participate: one acted as a receptionist and two as interviewers. The regular teacher of the classroom controlled entry into the "Employment Office," as the students all awaited their turn outside of the classroom.

2. The receptionist received the students and issued a number to insure orderly entry into the interview area. Name, address and age can be taken down at this time by the receptionist, if the teacher so desires.

3. The student is then called by number into the interview area. The following questions were asked:

   What was your work in ______________?
   What can you do? What else?
   What kind of job are you looking for?
   Do you have a phone?
   (When can you start working?
   (Can you start working _________?
   What languages can you speak?

Of course, other/additional questions can be asked.

Variation

- As a follow up activity there could be a telephone roleplay in which the person is offered or not offered a job.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

14.1

COMPETENCY: Get information about costs, e.g., rent, utilities

LEVEL: B

GENERAL TECHNIQUE: Oral/written dialogues and Role play

Estimated Time

2 hours

Purpose

To ask/answer questions about renting a house/apartment from reading newspaper advertisements

Materials

Telephones; enlarged newspaper advertisements

Directions

1. The teacher leads a discussion about renting a house/apartment. S/he talks about the housing situation in the class' particular area. Teach/review words such as furnished, unfurnished, deposit, rent, buy, house, apartment.

2. The teacher and students write a dialogue together for renting a house/apartment.

3. The teachers shows the class an enlarged newspaper advertisement. The dialogue is practiced using the advertisement for answers to questions. See Oral/Written Dialogues : General Techniques.

4. One student is called to stand in front of the class. Another enlarged newspaper advertisement is placed on the board/wall behind the student so s/he can't see it. S/he asks questions of the class from the dialogue. The class answers by looking at the advertisement behind the student. This can be repeated with different students and advertisements.

5. Students then role play telephoning to rent a house/apartment using newspaper advertisements.

14.2

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Secure household repairs

LEVEL: All

GENERAL TECHNIQUE: Pass and switch

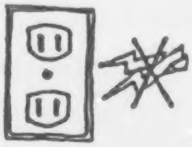
Estimated time	1 hour
Purpose	To practice stating household problems
Materials	Pictures of household problems

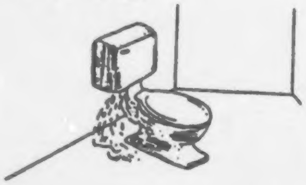
Directions

1. The teacher teaches/reviews

   leaking
   broken
   doesn't work

   Pictures are categorized under each expression. Examples of pictures are as follows:





2. Sentences are practiced using the expressions and flashcards. For example,

   The electricity doesn't work.

   The toilet is leaking.

3. Pass and switch is played. See General Techniques.

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

15.1 - 15.5

COMPETENCY: Clothing

LEVEL: C

GENERAL TECHNIQUE:

Estimated Time

30 minutes

Purpose

To practice clothing terms using the present continuous tense

Directions

1. The teacher, or a student who is "It," thinks of a person in the classroom or someone who will be familiar to everyone, and says,

   I am thinking of a person in this room
   (in the office, etc.)

2. The students must ask questions using clothing vocabulary and the present continuous tense. For example,

   Is s/he wearing blue jeans?

   Is she wearing a red dress?

3. The teacher, or the student who is "It," can answer only "Yes, s/he is," or "No, s/he isn't." to the questions.

4. The student who thinks s/he can identify the person must ask

   Are you thinking of ____________?

   The first person to correctly identify the person this way can be "It" for the next round.

Variation

- Other vocabulary can be used in this activity sides besides clothing terms. For example,

  Is s/he holding a pencil?

  Is s/he reading a book?

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	15.2 COMPETENCY: Select and pay for clothing LEVEL: B, C, D GENERAL TECHNIQUE: Role play

Estimated Time 1 hour

Purpose To practice selecting and paying for clothing

Materials Real clothes with price tags on them; play money

Procedure

1. Teach/review basic expressions for buying/paying for clothes. For example,

   I want to buy a shirt.

   It's too big./Too big.

   It's too small./Too small.

   It's too expensive./Too expensive.

2. Role play buying the real clothes and paying for them with play money.

Variation If needed, develop a dialogue with the class and then role play.

16.1

SUGGESTED BY:

International Catholic Migration Commission

COMPETENCY: Proper ID, cashing a check, money order

LEVEL: B, D

GENERAL TECHNIQUE: Oral and written dialogues

Estimated time: Varies according to the level of the students and the nature of the dialogue

Purpose: To practice utterances and responses appropriate and natural to the competency

Directions: See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Can I help you?

   B: I want to cash a money order.

   A: Do you have any identification?

   B: Yes, here's my driver's license.

   A: Please sign here.

2. A: May I help you?

   B: I want to cash a check.

   A: Do you have any I.D.?

   B: Yes, here's my driver's license.

   A: Please sign here.

D:

Dialogue #

3. A: May I help you?

   B: Yes, please. I'd like to cash a check.

   A: Can I see your I.D.?

B: Here's my driver's license.

A: O.K. Here you are. (Gives cash)
Please sign here.

B: May I have two five's and five ten's?

A: Uh-huh.

B: Thanks.

SUGGESTED BY: International Catholic Migration Commission	16.2 COMPETENCY: Cashing a check/ money order LEVEL: B GENERAL TECHNIQUE: Direction drills

Estimated time	1 hour
Purpose	To provide practice cashing a check/money order
Materials	Checks; personal identification such as a driver's license; play or real money; wallet; "Bank" sign; sign with teller's name for teller's window.
Directions	See General Techniques: Direction Drills

1. Go to the "Bank." (Use sign "Bank.")
2. Wait in line.
3. Go to the teller's window. (Use teller's sign.)
4. Sign the check.
5. Give the check to the teller.
6. Say, "Please cash this check."
7. Wait for a few minutes.
8. Show your personal identification (ID).
9. Take the money.
10. Count the money.
11. Put it in your wallet.
12. Go home.

16.3

SUGGESTED BY:

International Catholic Migration Commission

COMPETENCY:	Locate a bank
LEVEL:	B, D
GENERAL TECHNIQUE:	Oral and written dialogues

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Where's the bank?

   B: On Birch Street.

   A: How do I get there?

   B: Go to the corner of Birch and Green and turn right. The bank is on the right.

   A: Thank you.

D:

Dialogue #

2. A: Here's your paycheck. You can ask it at the nearest bank.

   B: When is the bank open?

   A: It's open Monday through Friday from nine to three.

B: Is the bank far?

A: No, it's less than three minutes walk from here.

B: How do I get there?

A: Go straight on Main Avenue.

SUGGESTED BY: International Catholic Migration Commission	16.4, 16.5 COMPETENCY: Open, use a bank account LEVEL: D GENERAL TECHNIQUE: Oral and written dialogues

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

D:

Dialogue #

1. A: I'd like to open a checking account.

   B: How much would you like to deposit?

   A: $150.

   B: Fine. Fill out this form, please.

   A: Thank you.

2. A: May I help you?

   B: Yes, please. I'd like to deposit some money.

   A: Do you have your bank book?

   B: Yes.

   A: OK, fill out this form, please.

   B: Thanks.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	17.1 COMPETENCY: Ordering food in a restaurant LEVEL: Can be adapted to any level GENERAL TECHNIQUE: Role play

Estimated Time	1 hour
Purpose	To practice ordering food in a restaurant To write a menu
Materials	Student-made menus; signs for a restaurant (optional)
Directions	1. The students set up a restaurant. They arrange tables or desks, make signs for the restaurant (optional), and write a menu with prices. Any kind of food can be on the menu, e.g., American, Vietnamese, Italian. Make a big copy of one menu on newsprint or write it on the blackboard. 2. The students write and practice dialogues for ordering food. 3. The students role play the dialogues. Some are customers, others waiters and waitresses.
Variation	• The setting can be a snack bar or fast food restaurant.

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	17.2 COMPETENCY: Act appropriately as a guest/host LEVEL: B, C GENERAL TECHNIQUE: Role play

Estimated Time 20 minutes

Purpose To practice extending, accepting, refusing an invitation

Materials Slips for student pair practice. The following are written so that any B response can be used with any A invitation, i.e., invitations and responses can be mixed up.

SLIPS FOR STUDENT PAIR PRACTICE

A. Invite your friend to lunch next week, on Tuesday or Wednesday.	B. You don't want to go because you are busy. Refuse politely.
A. Invite your friend to a party at your home, at 1:00 p.m. this Sunday.	B. You can go, and you would like to bring your friend.
A. Invite your friend to a movie this Friday night, at 7:30 or 9:30.	B. You want to go, but you can't go at that time. Ask if you can go another time.
A. Invite your friend to go shopping with you this Saturday afternoon.	B. You can go, but you are not sure what time.
A. Invite your friend to have dinner at your home tonight at 6:30 p.m.	B. You want to go, but you can't go at that time. Ask if you can go another time.

Directions

1. The teacher divides the class into pairs. In each pair one student is designated A, the other B.
2. The pairs are told that A is going to invite his/her partner to do something.
3. A and B slips are passed out. Students read their slips silently. If there is a question, the student raises his/her hand and the teacher speaks to the student individually.

4. The A students begin the exchange. The teacher circulates among the pairs to observe and offer help.

5. When the students have finished, they are requested to perform their dialogues before the class. The class can be asked questions about the performances by the teacher. For example,

   Where did A want to go?

   What did B say?

   Was B polite in his/her answer?

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	17.2 COMPETENCY: Act appropriately as a guest/host LEVEL: B, C, D GENERAL TECHNIQUE: Oral dialogues and Role play

Estimated Time	1 hour
Purpose	To practice appropriate behavior as a guest/host
Materials	Telephones, refreshments
Directions	1. The teacher teaches/reviews a dialogue for a telephone invitation. The students practice substituting different times and days in the invitation. 2. The teacher teaches/reviews language for accepting/refusing/commenting on food at a party. 3. The class is divided into hosts/hostesses and guests. The hosts/hostesses telephone the guests and invite them to a party. 4. Then the party is roleplayed. The hosts/hostesses greet the guests and offer the food. The guests make appropriate responses.
Variation	• This activity can easily lead into "free" party conversation. This depends on the level of the class and how much English they have learned.

17.2

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	COMPETENCY: Act appropriately as a guest/host LEVEL: D, E GENERAL TECHNIQUE: Role play

Estimated Time	1 - 1 1/2 hours
Purpose	To practice various social language competencies in a simulated party role play
Materials	Drinks, snack food or empty cups, "pretend" snacks

Directions

1. Language in greetings (guests and hosts), excuses for latecomers, food/drink requests/offers, and departures (guests and hosts) is reviewed.

2. The sequence of activities in a party is introduced either on the board or just orally:

   A. Greetings
   B. Offering food/drinks
   C. Ending the visit - this can be indicated by pointing to a clock drawn on the board, calling out "Time to go," or other means.

3. Party "groups" are set up. The students arrange chairs into three to four distinct groups, not in circles but in arrangements similar to a living room. If real food and drinks are available, they are put on table to the side of each group.

4. Students are divided into three to four groups. In each group one student is designated as "host/hostess," the others as "guests." Among the guests pair the students so that one is a friend of the host/hostess and must introduce his/her partner. Also designate one pair or the extra student, if an odd-numbered group, as "latecomer(s)."

5. The parties are started. Guests should stand outside the living room; the host should be waiting inside. All except the latecomers should then approach the living room to be greeted by the host/hostess. Since Americans often stand at parties, the teacher may want to insist that the guests do not sit down until the host/hostess asks them or that they don't sit down at all.

6. Once all guests except the latecomers are greeted, the host begins to offer and serve food/drinks. The teacher circulates among the groups to make sure this is happening and that the latecomers are still waiting outside the group.

7. While the guests are being served, the teacher signals the latecomers to arrive. The hosts interrupts the serving to greet them.

8. While the teacher is circulating among the groups, s/he can ask the hosts what individual guests are eating/drinking. As well s/he can ask the guests what they are eating/drinking. Further s/he can introduce herself/himself to the guests or ask the host/hostess to do so.

9. Once the serving is completed the teacher gives the signal for leaving. The teacher again circulates among the groups to make sure each guest speaks to the host before leaving. All guests should then be outside the living room, leaving the host inside.

Variations

- Latecomers can be instructed to give the reason why they are late and the hosts/hostesses to expand on the reason. For example,

  I'm sorry. I'm late. I got lost.
  EXCUSE

  That's all right. How long did it take you to get here.

  This can be part of the language introduction in Step 1.

- During and after the serving of food/drinks, guests can be making "small talk." For example,

  Complements to the host/hostess on his/her home or the food/drink being served.

  Talk about the weather.

  Introductions of guests to each other.

  Personal information, such as

  Where are you from?
  What do you do?
  NOT
  How much do you make?
  How old are you?

  These topics can be introduced as part of the sequence of activities in Step 2.

17.2

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Act appropriately as a host/guest

LEVEL: All

GENERAL TECHNIQUE: Rejoinder drills

Estimated Time: Varies with level

Purpose: To ask/answer the following questions:

Would you like something (to eat)
(to drink)?

What would you like (to eat)
(to drink)?

Materials: Pictures of food and drink

1. The teacher teaches/reviews the vocabulary of food and drink. ("Are you hungry/thirsty?" can be taught/reviewed here.)

2. The students are arranged in a circle with the teacher in the middle.

3. The teacher asks a student, "Would you like something to eat/to drink?" The student replies "Yes" or "No, thank you."

4. If the student answers "Yes" the teacher then asks, "What would you like to eat/to drink?" and shows the food/drink choices. The students makes a request, and the teacher gives the picture(s) to the student. There should be at least one picture for every student.

5. After every student has been asked, the teacher goes back and gives a picture to those students who answered, "No, thank you."

6. The teacher then steps out of the circle and invites the students to ask one another the same questions. The teacher encourages the students if they don't initiate the action themselves.

SUGGESTED BY:

Lutheran Immigration and Refugee Service/American Council for Nationalities Service

18.1

COMPETENCY: Follow instructions on the job

LEVEL: D, E

GENERAL TECHNIQUE: Role play

Estimated Time

1 to 1 1/2 hours

Purpose

To practice following instructions on a job
To ask for clarification of the job
To communicate job completion

Material

Information cards. Below is one possibility

NAME: ______________________
LAST FIRST
BIRTH DATE: ________________
ADDRESS : ________________

Directions

1. The teacher passes out blank information cards to the students. Each student should have at least five to eight cards.

2. The students are instructed to fill out their cards with different names and different information. They can ask other students for information and also "make it up" if they wish.

3. The students are instructed to show the teacher their cards when they finish them. The teacher offers corrections.

4. The class is divided into three to four groups.

5. The teacher becomes the "boss" and the students "office clerks."

6. Each group will have a different job to do with its set of cards. For example, one will have to arrange the cards alphabetically, another to arrange them chornically by date of birth, etc.

7. The clerks must check with the boss to see that they are doing the job correctly. Finally, they notify the boss when they are finished with the job. The boss then checks the work.

Variations

- Steps 1-3 can be done one day; Steps 4-7, another day.
- Steps 4-7 can be repeated with different groups doing different jobs.

18.2

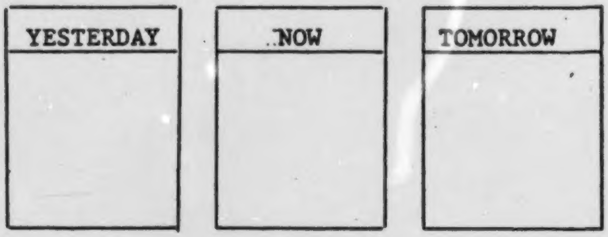
SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY:	Report sickness, lateness, absences, mistakes
LEVEL:	C, D
GENERAL TECHNIQUE:	Oral dialogue Role Play

Estimated Time	3 hours
Purpose	To explain sickness, lateness, absence, mistakes to an employer or teacher
Materials	Telephones; pieces of paper with excuses, written on them
Directions	1. The students are given or encouraged to write their own dialogues for being late or absent from school or work. 2. The teacher pantomimes an explanation, for example, cold, toothache, waking up late, etc. and one student (worker) calls another (employer) and explains why s/he can't come to work based on the teacher's action. To make it more "real," the "employers" should not see the teacher's actions.
Variation	• On the intermediate level, the teacher prepares pieces of paper with excuses on them and puts them in a box. A student draws one and then makes the appropriate phone call.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	18.3 COMPETENCY: Converse with fellow employees LEVEL: A, B, C GENERAL TECHNIQUE: Elicitation using pictures

Estimated Time	1 hour
Purpose	To describe past, present and desired future experiences using the past, present and future tenses
Materials	Pictures of occupations, leisure activities, different types of housing, etc. both in Asia and the U.S. Chart: 
Note	When first presenting this activity, the teacher may wish to work with only one chart, e.g., the present, "Now." Past and future charts can be added, one by one, in subsequent lessons. The culminating activity would be to work with all three charts in all three tenses at one time.
Directions	1. In the columns the teacher places pictures of different types of housing, occupations, leisure activities. 2. (It is assumed that the appropriate language has been presented.) Either as a class or in small groups, the students ask and answer questions in the past, present and future tenses based on the pictures in the charts. 3. Students then ask/answer questions of one another about their own experiences in the past, present and future tenses.

SUGGESTED BY: Center for Applied Linguistics	18.3 COMPETENCY: Converse with fellow employees LEVEL: C, D, E GENERAL TECHNIQUE: Role play

Estimated Time	1 hour
Purpose	To ask/answer questions about family, recreation, weather, traffic, news
Materials	Pictures of a variety of people; refreshments
Directions	1. The teacher teaches/reviews the language used to ask/answer questions about family, recreation, weather, traffic, news. 2. The teacher passes out pictures of different people, one per student. 3. The students are told there is a party for employees. The students are to go around talking to one another under their assumed identities. Refreshments are served.
Variations	• The party can be of any type: company picnic, cocktail party, etc. • The activity can be done again at a future date, but the students talk about themselves rather than assume an identity.

19.1

SUGGESTED BY:

International Catholic Migration Commission

COMPETENCY: Handle emergencies

LEVEL: D

GENERAL TECHNIQUE: Oral and written dialogues

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique written dialogues.

D:

Dialogue #

1. At the airport:

   A: Excuse me, I'm lost. Can you help me?

   B: Sure. Where are you going?

   A: To Gate 26, please.

   B: Take a left at the information desk.

   A: Thanks.

2. At the airport:

   A: Excuse me, can you help me?

   B: Sure. What's the matter/problem?

   A: What flight goes to St. Louis Missouri?

   B: Flight 713.

   A: What time does it leave?

   B: It leaves at 5:15 p.m. from Gate 4.

   A: Where's Gate 4.

B: Back that way.

3. On the plane:

A: Can you help me?

B: What's the problem?

A: I feel sick.

B: Just a minute. I'll bring you something.

A: Oh, thank you.

4. On arrival: not being met by a sponsor

A: Excuse me, I'm lost. Please help me find a telephone and make a call.

B: Who would you like to call?

A: Nancy Johnson, my sponsor.

B: Do you have her phone number.

A: Yes, it's 392-5251.

B: OK.

SUGGESTED BY:		18.3
Lutheran Immigration and Refugee Service/American Council for Nationalities Service	COMPETENCY:	Converse with fellow employees
	LEVEL:	D, E
	GENERAL TECHNIQUE:	Rejoinder drills

Estimated time

20 - 30 minutes

Purpose

To express agreement or disagreement using a variety of rejoinders

Materials

Board and chalk to score; perhaps a watch for timing

Directions

1. Explain to the class that this is an answering game. They will be asked questions and must answer in the affirmative or negative but without saying "Yes" or "No" or shaking or nodding their heads.

2. The class is divided into two teams. One student is asked to be timekeeper. The teacher can ask the questions or a student (preferably one who has strong aural/oral skills) can do it.

3. When the timekeeper says "Go," a question is asked a student on one of the teams. For example,

   A: What's your name?
   B: My name is Tran Van Lim.
   A: Tran Van Lim?
   B: ____________

If the answer is a "Yes" or "No" or nod or shake of the head the teacher will say "Out." If the student answers correctly, s/he is asked another question. If s/he can keep going for a minute or 30 seconds, or whatever time the teacher prefers, his/her team will get one point. If not, the point goes to the opposing team.

Possible variations of "Yes" and "No":

Yes:		No:	
	Of course.		Of course.not.
	Certainly.		Certainly not.
	Definitely.		Definitely not.
	Correct.		Not correct.

That's correct.	That's not correct.
Right.	Not right.
That's right.	That's not right.
True.	Not true.
That's true.	That's not true.

Variation

- Students can be asked any direct questions that require affirmative or negative answers. They can also be tricked by being asked such thing as:

  You didn't say yes, did you?

  This variation is only for levels D, E.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Master List Describing family relationships LEVEL: A, B GENERAL TECHNIQUE:

Estimated time 2 hours

Purpose To describe family members and to respond appropriately to the question "Who's this?"

Materials Paper dolls representing various members of a family; a large surface in front of the class on which to attach the paper dolls

Directions

1. The teacher uses paper dolls to describe his/her own family saying, for example:

   This is my mother.
   This is my father.
   These are my parents.
   This is my nephew.

2. As the teacher holds up a paper doll, s/he may also hold up a sign with the word on it, e.g., "FATHER," etc. This step is optional.

3. The teacher asks the students after the introduction of each family member, "Who's this?" The students respond, "Your father." or depending on level and material covered, "That's your father."

4. The teacher places the dolls in the form of a family tree on the surface in front of the class.

5. After the tree is completed, the teacher no longer asks the question, "Who's this?" but rather simply holds up a paper doll taken from it and the students say the family member.

6. The teacher then asks individual students to come up and describe their families. The student holds up a doll and says, "This is my niece." The teacher may then ask "Who's that?" of the class or an individual student, eliciting the response, "That's

her niece." or "Her niece." The teacher may also ask the student speaking the same question, eliciting the response, "My niece."

Notes

With low level students only introduce a few family members at a time.

Having taught "this" and "that" prior to this activity would be helpful.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Master List
Describing family relationships

LEVEL: B

GENERAL TECHNIQUE: Jigsaw Listening

Estimated time	1 1/2 hours
Purpose	To improve listening and speaking through listening to and discussing stories about family relationships
Materials	Four tape recorders; four tapes of an American speaker reading the four passages of the story below; a set of story questions for each student; an enlarged copy of the story questions to hang on the blackboard
Directions	See General Techniques: Jigsaw Listening
Note	In this version all students have the same questions. Since each group has a different part of the story, the class must be advised they will only be able to answer some of the questions. In the class discussion afterwards, they will get the missing answers from members of the other groups.

TEXT I

There are 5 people in the Smith family. The father's name is Tom. The mother is a cook.

TEXT II

There are 3 children in the Smith family. The 2 older children go to school. Johnny stays at home.

TEXT III

Lisa is Tom's wife. Tom is a factory worker. He has a daughter named Patty.

TEXT IV

Johnny Smith is 3 years old. He has 2 sisters. One sister's name is Linda.

STORY QUESTIONS:

1. What is Tom's wife named?

2. How many people are in the Smith family?

3. How old is Johnny?

4. How many children are in the Smith family?

5. What is Tom's job (occupation or what does Tom do?)

6. What is the father's name?

7. How many sisters does Johnny have (or how many sisters are in the family?)

8. What do the 2 older children do?

9. Who is Patty?

10. What does the mother do? (or Who is a cook?)

11. Who is Linda? (or What is one daughter's (sister's) name?)

12. What does Johnny do?

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Master List Describing family relationships LEVEL: E GENERAL TECHNIQUE: Jigsaw listening

Estimated time	2 hours
Purpose	To improve listening and speaking through listening to and discussing stories about family relationships
Materials	Four tape recorders; four tapes of an American speaker reading the four passages below; a set of story questions for each student; an enlarged copy of the story questions to hang on the blackboard (optional)
Directions	See General Techniques: Jigsaw Listening
Note	In this version all students have the same questions. Since each group has a different part of the story, the class must be advised they will only be able to answer some of the questions. In the class discussion afterwards, they will get the missing answers from members of the other groups.

TEXT I

Dr. and Mrs. Jones and their children are moving to California next month. They have never been there before. They will be happy not to live in a place that is cold. California is not cold.

Mrs. Jones hopes to get a job as a teacher in California. She has been a teacher for many years. She teaches English and Math.

Three of their four children are in school. Their youngest child is only three years old. His name is Jimmy. Jimmy does not go to school. He stays home. He likes to watch T.V.

All of the children are very excited about being so close to the beach.

TEXT II

The Jones family will be moving from New York soon. The oldest daughter Mary, is very excited, but she is sad about leaving her friends. The other children are thinking mostly about making new friends.

Peter is fifteen years old. He likes to swim very much, that is why he wants to go. Peter also wants to go because he thinks the girls in California are very beautiful.

His older brother George is thinking about going to college in California. He does not know what he will study yet. He may study to become an architect.

TEXT III

There are six people in the Jones family, Mary is the only daughter. She is very tall and beautiful. She has many boy friends, but she does not want to get married yet.

Nancy, Mary's mother wants to buy a white house in California. They have a brown house now. Nancy has never liked it. She has always wanted to paint it another another color.

Nancy has been married to Frank for over 25 years. She has always been happy with Frank. She met Frank at a party. They were married about one year after that party. Now they do not go to parties, but they do go to other places.

TEXT IV

Frank Jones is a doctor. He has been a doctor for thirty years. He is a doctor for children. He only takes care of children.

Nancy, his wife, is very proud of him. He is very proud of his wife and children. He enjoys being with his family. They all like to go places together.

Dr. Jones will work in a hospital for children in California. The hospital has beds for 500 children. Most of the children are very young.

Jimmy hopes to see many horses in California. He wants to be a cowboy. He wants to get a cowboy hat.

STORY QUESTIONS:

1. What is Mr. Jones's first name?
2. Where did Nancy meet Frank?
3. How many children are in the Jones family?
4. What does Jimmy want to get?
5. Where do they live now?
6. What may George do?
7. How many daughters are in the family?
8. Dr. Jones is what kind of doctor?
9. What does Dr. Jones do?
10. Who is Nancy?
11. How old is Jimmy?
12. What do most of the children do?
13. Where does the Jones family live now?
14. Is George or Peter older?
15. What color of home does the mother want?
16. How many people are in the Jones family?
17. Where will Dr. Jones work in California?
18. What is their oldest daughter's name?
19. How old is Peter?
20. What does Mrs. Jones do?
21. How many beds are in the hospital?

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Master List Identifying family relationships LEVEL: B, C, D GENERAL TECHNIQUE:

Estimated time

1 hour

Purpose

To practice recognition and production of family descriptions

Materials

Two sets of cards: one set consists of pictures of different families. For example, a picture that has a mother, father, grandmother and three children in it. Or a picture with a mother, one child and a grandfather in it. The other set of cards has a sentence on it describing the pictures of the families. The sentence for the first picture example would be:

This family has a mother, father, grandmother and three children.

For the second picture example:

In this family there are a mother, one child and a grandfather.

There should be enough cards so that half the students have different picture cards. The other half of the class have the corresponding descriptions. If the class is very large, students can work in pairs: two students to a picture or word card.

Directions

1. The class is divided in half.
2. Picture cards are given to one half. (The students should be told not to show their cards to the other half.) Word cards are given to the second half.
3. Students with picture cards go to students with word cards and ask individually of each a question such as:

   Do you have three children, a mother, father and grandmother?

The students continue asking until they receive an affirmative answer.

4. The cards can be mixed up and redistributed within each group. This time the students with word cards do the asking.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Master List Time LEVEL: B GENERAL TECHNIQUE:

Estimated time

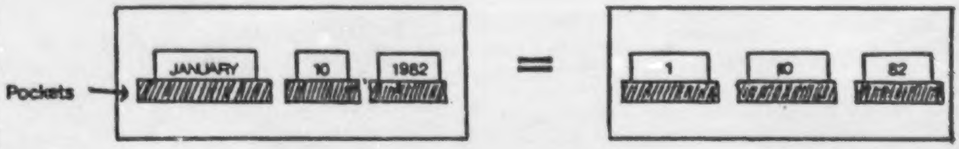
5 - 15 minutes daily

Purpose

To practice recognition and production of the date

Materials

Two date boards: one for the month and year written in full; the other for numerical abbreviations. Piles of the following: months of the year, numbers for days, years



Directions

1. Daily the teacher says, "Today is date."
2. Students come to the front of the room and select the appropriate date from the piles of months, days and years and slot them in the date boards.
3. The teacher can then practice any of the following:

    What's today's date?
    What's the date today?
    What was yesterday's date?
    What was the date yesterday?
    What's the date tomorrow?
    What will tomorrow's date be?

While practicing, the dates in the date boards are, of course, changed accordingly.

Variation

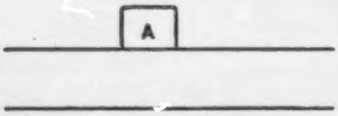
- An additional board for the days of the week can also be used. The same type of practice can be done with it.

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	COMPETENCY: Master List Locations LEVEL: C, D GENERAL TECHNIQUE:

Estimated time	1 hour
Purpose	To practice prepositions of place
Materials	Chalk and board

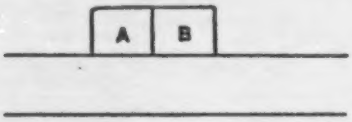
Directions

1. Draw a street and put a building on it. Let students decide what sort of building it is. (It's called "A" for convenience below.)



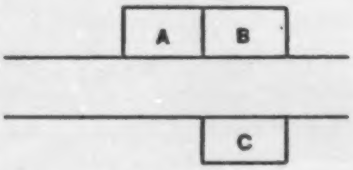
2. Put B next to A, again letting students decide what sort of building it is. Practice

   Where's the ____________?
   It's next to ____________.

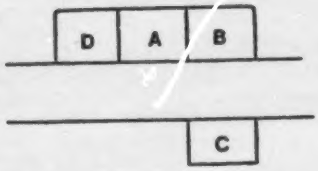


3. Using the same method, put C (opposite
   (across from B.

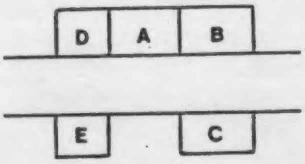
   Practice as described.



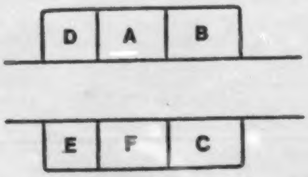
4. D next to A



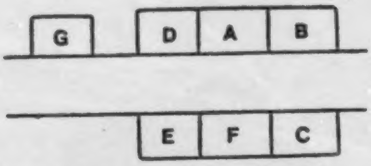
5. E opposite
across from D



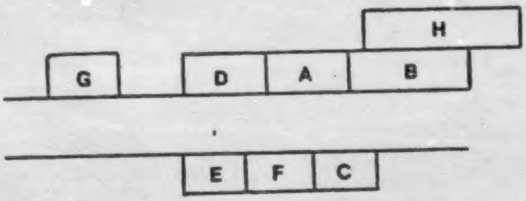
6. F between E and C



7. Put G, perhaps a school, near D.



8. If one of the buildings is a supermarket, movie theater, etc., you could put a parking lot behind it (H)



Variation

Figures can be drawn in front of or behind buildings, e.g., a policeman is in front of the school.

SUGGESTED BY:

Center for Applied Linguistics

COMPETENCY: Master List
Locations

LEVEL: Any

GENERAL TECHNIQUE: Notes: Rods

Estimated time

1 hour

Purpose

To give and follow directions containing some or all of the following prepositions of location

in
on
under
opposite
beside
between
over
above
behind
below
in front of
in back of
to the right of
to the left of
next to
across from

Materials

Rods

Directions

The class should be familiar with the list of prepositions above. As well they should be familiar working with rods.

1. The teacher and a student sit in front of the class back to back. Both have a pile of various colored rods in front of them. The teacher describes to the student in what position to put his/her rods.

2. The teacher begins with, "Take a (blue) rod." and continues giving directions to the student using any of the prepositions previously taught. For example:

   Take a blue rod and put it next to the green one.

   Now put a white rod on the blue rod.

3. The student, by following the directions given, builds a structure that is supposed to be identical to the one the teacher is building.

4. When the teacher is finished giving directions, the student then describes to the teacher what his/her structure looks like. For example:

   The red rod is under the pink one.

   The pink rod is beside the orange one.

5. As the student describes his/her structure, the teacher confirms whether it is correct or not. If the structure built by the student is incorrect, the teacher tells him/her how to change it.

6. When both are in agreement as to what the structures are, the student looks at what the teacher has built.

7. Two volunteers come to the front and repeat the process.

8. The class is then broken into pairs, each student with the same set of rods as his/her partner has. The students give one another directions as the teacher circulates about the class giving assistance.

Note

Depending on the level, as described above, the activity may run more than one hour. The teacher should feel free to stop and carry over to the next day whenever s/he feels it suitable.

Variation

- The student following the directions may repeat what s/he is doing after each instruction. Immediate correction can be given by the partner. Also with this variation the present progressive tense is being practiced. For example,

  > I'm taking the green rod and putting it on the red rod.

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

COMPETENCY: Review

LEVEL: All

GENERAL TECHNIQUE:

Estimated time	1 hour
Purpose	To review material covered through the asking/answering of appropriate questions
Materials	Six sided cubes. Cubes may be made from heavy cardboard or square cardboard boxes may be used. On each side put a picture relative to one of the competencies. Pictures on a cube may be limited to one competency, such as health, or mixed, depending on the amount of material the teacher is reviewing. Also on each side is a number indicating the number of points that picture is worth. For example, if the competency being reviewed is limited to health, each side must depict a different ailment, backache, cut hand, stomachache, etc. Backache could be worth five points, cut hand 20 points, etc.
Directions	1. The class is divided into teams which can be named. Bring at least two cubes for each session. 2. Team One rolls the cube. Team Two must ask an appropriate question for the picture that is up. For example, if the picture is of a backache, Team Two could ask, "What's the matter? Team One must then answer based on the picture, e.g., "I have a backache." 3. If the correct answer is given, that team receives the number of points on the cube face. "Backache" is worth five points, so Team One receives this number. 4. The game continues with each student on the teams taking a turn asking and answering questions. The team with the most points wins.
Variations	The variations are endless. For higher levels besides varying the topics, the teacher can request a different question for each roll of the cube. For example, instead of "What's the matter?", questions could be "What

happened?" or "What's wrong?" There could be variations in tense, person, number, etc. For higher levels then, both questions and answers could be scored.

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

COMPETENCY: Review

LEVEL: All

GENERAL TECHNIQUES: Categories

Estimated time

1 hour

Purpose

To practice putting pictures into categories
To practice review vocabulary

Materials

A set of 4[illegible] cards with pictures on them from categories such as the ones below. There must be a set of four of any one item from each category

1. fruits
2. vegetables
3. occupations
4. furniture
5. appliances
6. clothing
7. parts of the body
8. transportation

Each group playing the game should have its own set of cards

Directions

1. The class is told the object of the game is to get four cards of the same kind and have no cards left in the hand. The game should be demonstrated at first by the teacher.

2. The class is divided into four or six groups. Four cards are dealt to each person. The rest of the cards are placed face down in a pile in the middle of the group.

3. One player takes a turn going around the circle asking:

   Do you have any ________?
   Do you have a ________?
   Do you have some ________?

4. If the person asked has that card, s/he must give the person asking every card s/he has of that kind. If a player receives cards, s/he gets another turn to ask for another card. Anyone in the group may be asked.

5. If the person does not have the card asked for, s/he says, "No, go fish!" Then the person asking takes a card from the top of the pile and it is next the

person's turn.

6. When a player has four of a kind s/he must lay the cards down, face up, on the table. The person who is the first person to have no cards in his/her hand is the winner.

Variations

- Vocabulary words can be used instead of pictures OR a combination of both can be used, some sets of four can be pictures, others words.
- There can be scoring at the end. Going out receives so many points and a set of four cards down receives so many. Each person must compute his/her own score. The one with the highest number of points wins.
- A variation of the game can be played using pairs of cards. In addition a "Joker" is added. The object is to have all pairs down and not to have the "Joker." In this variation cards are not asked for. A player takes one card from the hand of the player on his/her left. Of course the hand is not shown to the person doing the choosing and no one says who has the "Joker." Then the person chooses a card from the person on his left, etc. around the circle. The loser is the person left with the "Joker." Again, scoring can be done at the end.

SUGGESTED BY:

International Catholic Migration
Commission

COMPETENCY: Review

LEVEL: All

GENERAL TECHNIQUE:

Estimated time

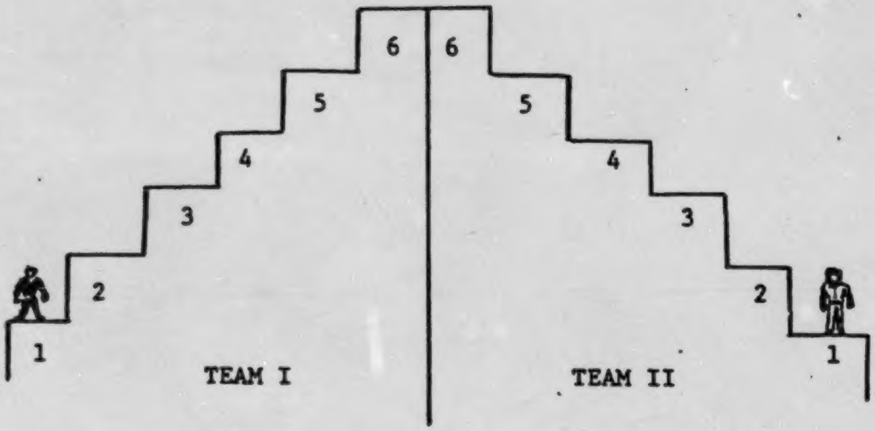
1 hour

Purpose

To review past material

Materials

A drawing on the board of two ladders, one for each team



Directions

1. Questions are prepared on material covered. These can be prepared by the teacher, or if the class is advanced, by the students themselves.

2. The teacher or a student volunteer asks a question of a team. If the team answers correctly, it advances one step. The stick figure is erased and placed on the next higher step. If the team questioned misses the item, the second team has a chance to answer. If neither team can answer, the teacher provides the information and neither team scores.

Variations

- Rather than having the team answer as a whole, each individual on the team may be required to take a turn answering a question.
- If the class is advanced, more steps may be added to the ladders.

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